

we teach in Alaska



*Branch of Education, Bureau of Indian Affairs
Juneau Area Office, Juneau, Alaska - 1959*

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TABLE OF CONTENTS

Purpose	4
Greetings	5
Code of Ethics	6
Juneau Area Branch of Education, Statement of Policy	7
I. AN INTRODUCTION TO EDUCATION IN ALASKA	
A. History of Education for Alaska Natives	9
II. PERTINENT INFORMATION	
A. Totem to Tundra: A Bird's-Eye View	16
B. Distribution of Alaska Natives	19
C. Public Relations	20
D. Checking in at the Area Field Office	22
E. Arrival at the Village	28
F. Relations with the People	37
G. Office Procedure	47
III. VILLAGE LIVING	
A. New Environment	51
B. Religious Activities	53
C. Living Quarters	54
D. Guests	54
E. U.S.M.S. North Star	56

F. Relationships with other Federal and State Agencies	60
G. Radio	61
H. Hunting and Game Laws	62
I. Fire! Fire!	64
J. Outdoor Toilets and Sanitation	67

IV. THE EDUCATIONAL PROGRAM

A. How High Shall We Aim?	68
B. Curriculum Planning	74
1. Curriculum Guides	74
2. Factors in Curriculum Adjustments	76
3. Bureau of Indian Affairs School Curriculum	80
4. The Testing Program	88
C. School Management	89
1. Setting the Stage	89
2. Opening Date and Length of School Term	92
3. Enrollment, Attendance, Student Expulsion and Corporal Punishment	94
4. Sample Daily Programs	97
5. Split Sessions	100
6. School Records Which Should Be Kept Current	102
7. The Hot Lunch Program	104
8. Movies and Visual Aids	105

9. The Flag	106
10. Graduation Exercises	107
11. The Teacher	108
a. Professional Attributes	108
b. Standards of Performance for Classroom Teachers	111
c. In-Service Training	115
d. Meet Your Educational Specialist	116
e. Benefits and Privileges	118
f. Recommended Reading	119
D. Widening the Educational Horizon	122
1. Boarding Schools	123
a. Mt. Edgecumbe High School	123
b. Wrangell Institute	127
2. Educational Grants	128
3. Other Education Services	129
a. Haskell Institute	129
b. Relocation Services	129
c. Adult Education	130
d. Educational Services for Physically Handicapped Children	131
e. Hospital Schools	132
f. Vocational Rehabilitation Program	132

Purpose

This handbook has been compiled to give you general information which should be helpful to you as an Indian Service teacher and as a resident of Alaska. It is an informal supplement to the Field Manual to help you in school administration, classroom organization, village relationships and Arctic or sub-Arctic living. We urge you to keep it as a ready reference whenever questions arise concerning your work in the school and community.

If this handbook and the official manuals that have been made available to you fail to supply needed information, we suggest you consult your district supervisors.

Revisions are planned for this book from time to time in order to keep the information current. Your suggestions for improvement would be welcomed.

Greetings

We are happy to welcome you into the Alaska Branch of the Bureau of Indian Affairs. By accepting employment with our Service you have entered a uniquely different phase of the teaching profession; you have also become an Alaskan. In each of these roles you will encounter experiences such as you have in no other work and in no other country. We hope you have come to enjoy them through many years of service, but we feel constrained to say, Alaska knows no compromise. Those who come and remain must be enamored of her greatness. Those who accept less than total allegiance depart early.

Politically and geologically Alaska is a young country. You will feel the essence of her vigor; you will be enthralled by her beauties; you may be repelled by her greedy, insistent demands upon your mental and physical resources, for they will be taxed to the utmost. Either you will weaken in the face of forces too strong and accept defeat, or you will rise to the challenge and be strengthened by your efforts and successes.

In time you will discover a paradox; you will be busy as you have never been before, but there will be time for reflection, time for the savoring of small pleasures, time for the discovering of new values--the value of people, for your survival may depend upon the humblest of them, the value of fundamental knowledge, for the least lettered of your neighbors may teach you the techniques of Arctic living; the value of courage, for the people whom you are to teach have it in abundance; the value of tolerance, sincerity and integrity, for you can not run away from your mistakes. You can not even run away from yourself.

Surrounded by these unique circumstances, many have found pleasure in serenity, a new joy in work and a deepened appreciation of the importance of teaching. That you may join their ranks, our office stands ready to help you in every way possible. We hope you will be sharing problems with us for many years.

Max W. Penrod
Area Director of Schools

CODE OF ETHICS FOR GOVERNMENT SERVICE

Any Person in Government Service Should:

Put loyalty to the highest moral principles and to country above loyalty to persons, party, or Government department.

Uphold the Constitution, laws, and legal regulations of the United States and all governments therein and never be a party to their evasion.

Give a full day's labor for a full day's pay; giving to the performance of his duties his earnest effort and best thought.

Seek to find and employ more efficient and economical ways of getting tasks accomplished.

Never discriminate unfairly by the dispensing of special favors or privileges to anyone, whether for remuneration or not; and never accept, for himself or his family, favors or benefits under circumstances which might be construed by reasonable persons as influencing the performance of his governmental duties.

Make no private promises of any kind binding upon the duties of office, since a Government employee has no private word which can be binding on public duty.

Engage in no business with the Government, either directly or indirectly, which is inconsistent with the conscientious performance of his governmental duties.

Never use any information coming to him confidentially in the performance of governmental duties as a means of making private profit.

Expose corruption wherever discovered.

Uphold these principles, ever conscious that public office is a public trust.

JUNEAU AREA BRANCH OF EDUCATION

STATEMENT OF POLICY

The policy of the Juneau Area is based upon the point of view that Indians, Eskimos and Aleuts, as citizens of the State, are entitled to the same educational services and advantages as other citizens of Alaska. Therefore, the final responsibility for the education of all native people rests with the State to the extent that they are situated as other citizens; and with the Federal Government to the extent that they differ from other citizens due to their origin and historical relations to the Federal Government.

It is the policy of the Juneau Area to discharge the responsibility of the Federal Government, as stated above, whenever and wherever possible, by entering into contracts with the State and/or local school units, when authorized by State law, so that all Alaska children may be educated together in the same school system.

Due to the inadequate educational level of many Indians, Eskimos and Aleuts, and the inability of the State to carry the burden financially and to meet the educational needs of these people within the limitations of State policy, and prescribed courses of study, it is the policy of the Juneau Area to operate schools either directly or through contract, on a boarding and day school basis until such time as these limitations have been removed.

It is the policy of the Juneau Area to carry on a program of adult education in the fields of literacy and vocational competency.

The ultimate goal is educational competency of all the native people so that they may participate fully and equally in the national life with other citizens. All educational effort should be directed toward advancing children consistently and deliberately toward that goal.

To implement this policy the Juneau Area proposes to do the following:

1. Provide a local school program for villages now without such services.
 - a. Extend all village school programs through eight grades, in order to raise the educational level. This will do the following:

- (1) Implement the policy of keeping education as near the home community as is feasible, especially during the formative years of the child's life.
 - (2) Raise the level of education so that many more of the native people can compete for available jobs within, and outside of, their villages.
2. Establish regional high schools extending through grade 10 in Kotzebue, Barrow, Unalakleet and Hooper Bay. Experience shows that many people are moving to larger village centers. This proposal is in agreement with the State plan for a high school system. Initially, regional high schools will be conducted on a day school basis.

Careful guidance and training will point students to the following:

- a. To complete academic high school as a foundation for college training, or;
 - b. To complete high school as a foundation for further training in skilled trades, or;
 - c. To complete high school with preliminary training as a semi-skilled worker.
3. Carry on a program of adult education in the field of literacy and vocational competency in communities where a demonstrated need exists.

Approved:

(sgd.) James E. Hawkins
Area Director

(sgd.) Hildegard Thompson
Chief, Branch of Education

(sgd.) Glenn L. Emmons (7/11/56)
Commissioner



I. AN INTRODUCTION TO EDUCATION IN ALASKA

A. History of Education for Alaska Natives

Alaska has been referred to by many names which sing of color, romance and high adventure, such as The Land of the Midnight Sun, the Last Frontier and The Land of Adventure. It might also be referred to as the Great Land of Practicalities. The peoples inhabiting it for unknown centuries have of necessity "traveled light" and only absolute essentials are cherished. Peoples coming later have adopted this passion for the utilitarian. Emphasis on practical arts runs like a red thread through every scheme for education that has been planned for the Native children of Alaska.

THE RUSSIANS ESTABLISH SCHOOLS

The Russian government established schools in Alaska as early as 1784, the first one being built at the trading post at St. Paul on Kodiak Island. Other schools were established at trading posts by the Russian-American Fur Company usually under the supervision of the trader or agent. This company also maintained a school at Sitka where the more promising young men were given training in navigation, ship-building, bookkeeping and mechanics. After completing the course of instruction, the graduates were compelled to remain in the service of the company for fifteen years. In this way the company was assured of a continuing supply of competent employees. The girls were given some training in household arts. Here again altruism seemed overlaid with shrewdness as many of these girls married into the company.

Increasing expenses and diminishing income forced the Russian-American Fur Company to discontinue these schools some years prior to the transfer of the country to the United States in 1867.

THE BUREAU OF EDUCATION TAKES OVER

For a period of seventeen years following the transfer, Alaska was without any form of government and its only schools were maintained by missionary societies.

Responding to continued pressure from various groups, Congress finally passed an act in 1884 providing a civil government for the Territory and in 1885 the task of inaugurating a system of schools was assigned to the Bureau of Education.

It was essential that at the outset a reliable man, familiar with conditions prevailing in Alaska, should be given personal charge of this work. Accordingly, the Commissioner of Education selected the Reverend Sheldon

Jackson, a man who for many years had been engaged in missionary work along the Northwest coast. As general agent of education for Alaska, his appointment became effective in 1885.



In order to extend the services of the schools more rapidly and economically the Bureau of Education entered into contracts with missionary

societies for the instruction of children in the vicinity of stations where church schools were already in operation. At the time of the transfer, most of these schools were in Southeastern Alaska, but during the next ten years this cooperative effort continued and both Catholic and Protestant churches extended educational services to the valleys of the Yukon and Nushagak Rivers and along the Arctic coast as far north as Barrow. In 1895, this policy of subsidizing contract schools was discontinued by Congressional action, and since that time the church schools and the schools under the Department of the Interior have been operated as two separate systems.

THE DUAL SCHOOL SYSTEM IS CREATED

In the beginning the Bureau of Education operated schools for white and Native children alike, but with the growth of the white population, settlers in established towns began to express a desire to assume responsibility for their own schools. In 1900 an act was passed providing for the incorporation of towns in which schools would be locally controlled and supported by fifty percent of license moneys collected. By 1905 further legislation had provided for the establishment by the Territory of schools for white children outside of incorporated towns. By this legislation the Territory gradually relieved the Bureau of Education of responsibility for schools for white children while the education of the Native children remained under the direction of the Secretary of the Interior.



REINDEER AND EDUCATION MEET

For twenty-three years Dr. Jackson guided the establishment and maintenance of the Bureau schools with a firm and practical hand. Under his supervision more than fifty schools were built, but ironically, he will probably be remembered by posterity for a more colorful, but less permanent, phase of his educational program. Appalled by the economic plight of Native peoples along the North coast and in Interior Alaska, Dr. Jackson hit upon a scheme which he hoped would not only stave off the ever-present threat of starvation but also introduce a new way of living to the Natives. Influenced by the differences he observed between conditions existing among Alaskan and Siberian Eskimos, he proposed a Congressional appropriation for purchasing and transplanting reindeer herds from Siberia to Alaska.

He wrote, "The reindeer is the animal which God's providence seems to have provided for these Northern regions, being food, clothing,

house, furniture, implements and transportation to the people. Its milk and flesh furnish food. Its marrow, tongue and hams are considered choice delicacies. Its blood, mixed with the contents of its stomach forms a favorite Native dish. Its intestines are cleaned, filled with tallow, and eaten as sausage. Its skin is made into clothes, bedding, tent covers, reindeer harnesses, ropes, cords and fish lines. The hard skin of the fore legs makes an excellent covering for snowshoes. Its sinews are made into strong and lasting thread. Its bones are soaked in seal oil and burned for fuel. Its horns are made into household implements, into weapons for hunting, fishing or for war, and in the manufacture of sleds." Then again he said, "The introduction of domestic reindeer is the commencement of the elevation of this race from barbarism to civilization."

So persuasive was Dr. Jackson that in the years from 1892 to 1902 annual appropriations ranging from \$600 to \$25,000 were made by Congress and a total of 1,280 deer were imported from Siberia. Since this enterprise was planned, executed and maintained under the supervision of the Bureau of Education, reindeer raising was established as an industry in connection with the schools. The teachers willy-nilly found themselves herding reindeer. As a result, Alaskan teacher reports for a period of nearly half a century soared away from the pedantic activities which take place inside the walled dimensions of a classroom to read like exaggerated versions of tales from the pen of an Arctic Baron Munchausen.

THE SCHOOLS ARE TRANSFERRED TO THE BUREAU OF INDIAN AFFAIRS

The education program for Native children of Alaska continued under the supervision of the Bureau of Education until 1931. That year, through departmental reorganization, the responsibility was transferred to the Bureau of Indian Affairs and a new policy in educational programing was introduced. It has long been the ultimate goal of the Indian Bureau to eliminate dual school systems through transferring schools under Bureau supervision to state control as rapidly as seems wise and feasible. Accordingly, to date 25 schools have been transferred under Johnson O'Malley contracts to state supervision. Under these contracts, the Federal Government continues to pay the costs of operation, but the State Department of Education has assumed all administrative responsibilities.

A breakdown of enrollment figures for non-Bureau schools in Alaska for 1957-58 reads as follows: denominational and private, 863; Fish and Wildlife, 169; Johnson O'Malley, 636; district and rural schools, 5,645.

Today the Bureau of Indian Affairs operates 75 day and boarding schools with an approximate enrollment of 5,000 children of Aleut, Eskimo and Indian descent. All of these schools, with the exception of the two boarding schools, are located in remote areas where other school facilities do not exist.

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Considering economic handicaps and factors of isolation, the processes of acculturation have gone forward with amazing speed among the

estimated 40,000 or more Native people who inhabit Alaska. The 1957-58 school census reveals that of the 13,865 Native children engaged in school activities, approximately 1,600 were enrolled in high schools throughout the State. Records for 1957-58 show 176 as attending colleges or other institutions for advanced training, more than triple the number of those similarly engaged five years ago. Regrettably, despite these surprising figures, too many Alaskan children are growing up without benefit of schooling.

To meet this burgeoning need for, and interest in, acculturation, the Bureau of Indian Affairs has planned an expanding program which includes the construction of new elementary schools in isolated communities, more school facilities for students on the secondary level, and a generous scholarship fund to encourage the pursuit of specialized training.





II. PERTINENT INFORMATION

A Totem to Tundra: a Bird's ~ Eye View

As early as possible, acquaint yourself with the geography of Alaska (see attached map) and try to get an idea of which Native people live where. See page 19 for "Distribution of Alaska Natives" for reference.

In general it might be said that Southeastern Alaska, the Panhandle or Banana Belt, is populated with three Indian tribes; that the Gulf Coast has both Indian and Eskimo people, with some Aleuts; that most of the Aleuts live on the Alaska Peninsula and the Aleutian Islands and the sealing islands --the Pribilofs--where the fur seal are taken annually; that the North Coast is the habitat of Eskimos; and that the Interior is the home of various Athapaskan tribes. Details concerning these general statements can be worked out through the months and years as your interest in this country and its people burgeons and grows.

Varying amongst themselves, the people of Alaska have a great many traits in common. Ordinarily speaking, they are quiet people of dignity and individualism. They have made an almost perfect adjustment to a country that still defies the domination of our atomic age culture, and the conflict between the two disparate civilizations has caught the children in its vortex; they are required to make the most of two worlds, their customs rooted in the neolithic age and their thinking projected into the space age.

Confusion is compounded by the fact that the imposed culture is

being brought in extraneously by another race. In school, children learn to read in books dealing with facts and facets of living with which they have had no firsthand experience. Alaska children live at a slower pace than many of us are accustomed to: they take their time in sizing up the new teacher, in warming up to new experiences, in entertaining new and different ideas. So, do not wonder that "old Alaska hands" beseech you to GO SLOW. Don't rush ahead in your teaching; don't press your village relationships; particularly take your own time in making up your mind about this new country and its people. It may seem to you that people up here are too deliberate, too unhurried in their way of living. But hurry is often the precursor of accidents and accidents are all too often fatal under frequent relentless conditions.

The people of Alaska are patient, fun-loving and proud. They have an almost Oriental care in the preservation of "face." To be placed in a ludicrous position is intolerable; to be ridiculed is unforgivable. They can not put up with it and violence must ensue. Even very small children have this sense of "face." It is urgent that the new teacher appreciate this fact almost above all others.

Like everyone else, these people dislike coercion. They not only resent its attempted use; they frequently ignore it. In school, disaster will pursue the teacher who relies on force to carry out his program; the same can be said for his efforts to "reform" the village. If the newcomer experiences a rebuff in his first attempt, let him try a different approach. Change

the subject. Come around from another angle and try again.

There is some opinion among older residents that the Outside people learn more in Alaska than they teach!

The day and boarding schools which are located as far north as Barrow, as far south as Wrangell, as far east as Eagle and as far west as Atka have an approximate enrollment of 5,000 students.

In size the schools are as follows:

<u>No. of schools</u>		<u>No. of teachers</u>
40	with	1
25		2
3		3
1		4
1		5
1		7
1		9
1		11
2 boarding schools		72

The enclosed map shows location and other pertinent information concerning all B.I.A. schools and the location of the 22 Johnson O'Malley schools which are now under State supervision but are receiving supporting funds from the Bureau of Indian Affairs.



B. Distribution of Alaskan Natives

I. Southeastern Alaska

1. Tsimshian - Annette Island
2. Haida - Southern part of Prince of Wales Island
3. Tlingit - Mainland and islands of Southeastern Alaska from Ketchikan to Yakutat and Klukwan

II. Southwestern Alaska

1. Eyak - near Cordova
2. Prince William Sound Eskimo - Valdez, Seward, Portlock region
3. Tanaina Indians (Athapascans) - Cook Inlet, Susitna, Lake Iliamna, Lake Clark
4. Koniag Eskimo - Kodiak Island, Alaska Peninsula to Stepovak Bay
5. Aleut - Rest of peninsula, Aleutian Islands, and Pribilof Islands

III. Bering Sea Region

1. Bristol Bay Eskimo - Bristol Bay, Egegik to Togiak
2. Kuskokwim and Nunivak Eskimo - Kuskokwim River below Sleetmute, Nelson and Nunivak Islands and Hooper Bay
3. Lower Yukon and adjoining groups - Yukon River below Holy Cross and Delta Region

Linguistic boundary north of Saint Michael, between Eastern Eskimo and Western Eskimo languages:

4. Norton Sound Eskimo - Unalakleet to Elim Mission
5. Seward Peninsula Eskimo - From Golovnin to Bering Strait
6. St. Lawrence Eskimo (Yuit) - St. Lawrence Island

IV. The Arctic Eskimo of Alaska - Arctic Coast from Bering Strait to Canadian Border

V. The Inland Eskimo - Woodland: Selawik, Kobuk and Noatak Rivers; Mountain: Anaktuvuk Pass

VI. The Interior Indians (all Athapascans) - Middle and Upper Yukon, Upper Kuskokwim, and Copper River tributaries.

Compiled from information from:
Ivar Skarland, Professor of Anthropology
University of Alaska, and
Margaret Lantis, Anthropologist
Dept. Health, Education and Welfare

C. Public Relations

As a new member of a government agency, you will find there are adjustments to be made in becoming a public servant. You are now an employee of the Bureau of Indian Affairs, part of the Department of the Interior. You represent that agency in your capacity and, like all public servants, are under the persistent close scrutiny of a public all too aware of the fact that its tax money is paying your salary. You must become used to being in the public eye. "The eyes of Alaska are upon you," is no idle paraphrase: the ears of Alaska are also hearing you! Advice to the lighthearted: mind your appearance, your manners and your conversation!

There is a remarkably small stable population of Alaskans who are passionately loyal to Alaska, its traditions, people, geography and possibilities. As a newcomer, many aspects of Alaska will strike you as being something less admirable: this is a familiar reaction of those fresh from the south and one to be suffered in silence. Criticism from a mere cheechako is hostilely received: you are talking when you should be listening! Remarks in a critical vein repeated to casual acquaintances can do you more harm than you realize, ESPECIALLY IF MADE OVER THE RADIO! Gossip about the new teachers warms many a cup of coffee in the Arctic. Your curricular -and extracurricular-activities also come in for their due share of attention.

Frequently various pressure groups seek to secure advantage by

seizing upon one or another of the government agencies with adverse publicity. These attacks are quite usual; sometimes the information used is badly distorted or even fabricated for the purpose. Do not concern yourself personally over such things. Be aware of your own integrity and worth, the goals and objectives you are set on realizing and the services you are performing in educating future citizens of a new state. Other agencies cruise timber, count fish or build roads. You are directing the growth of young minds: take pride in that fact!



D. Checking in at the Area Field Office

At the Area Field Office you will make the acquaintance of the people who will be your chief prop and mainstay during the time of your service in any particular village. The Field Office personnel are aware of your circumstances; they know the village where you are going and the people who live there. From them you will receive final instructions and information before going out to your station and setting up business on your own.

If this is your first excursion from the tidy communities to the south you may be feeling a little shaken by all the distance you have covered. If you have been a city-dweller, the small towns and even smaller villages scattered thinly over the vast expanse of Alaska may have given you the queasiness of void in the pit of your stomach. At the Field Office you have a chance to catch your breath and the vision that brought you up here in the first place. The personnel are seasoned employees who have faced, successfully, the village problems as they presented themselves and they are in a position to advise and help you in all respects.

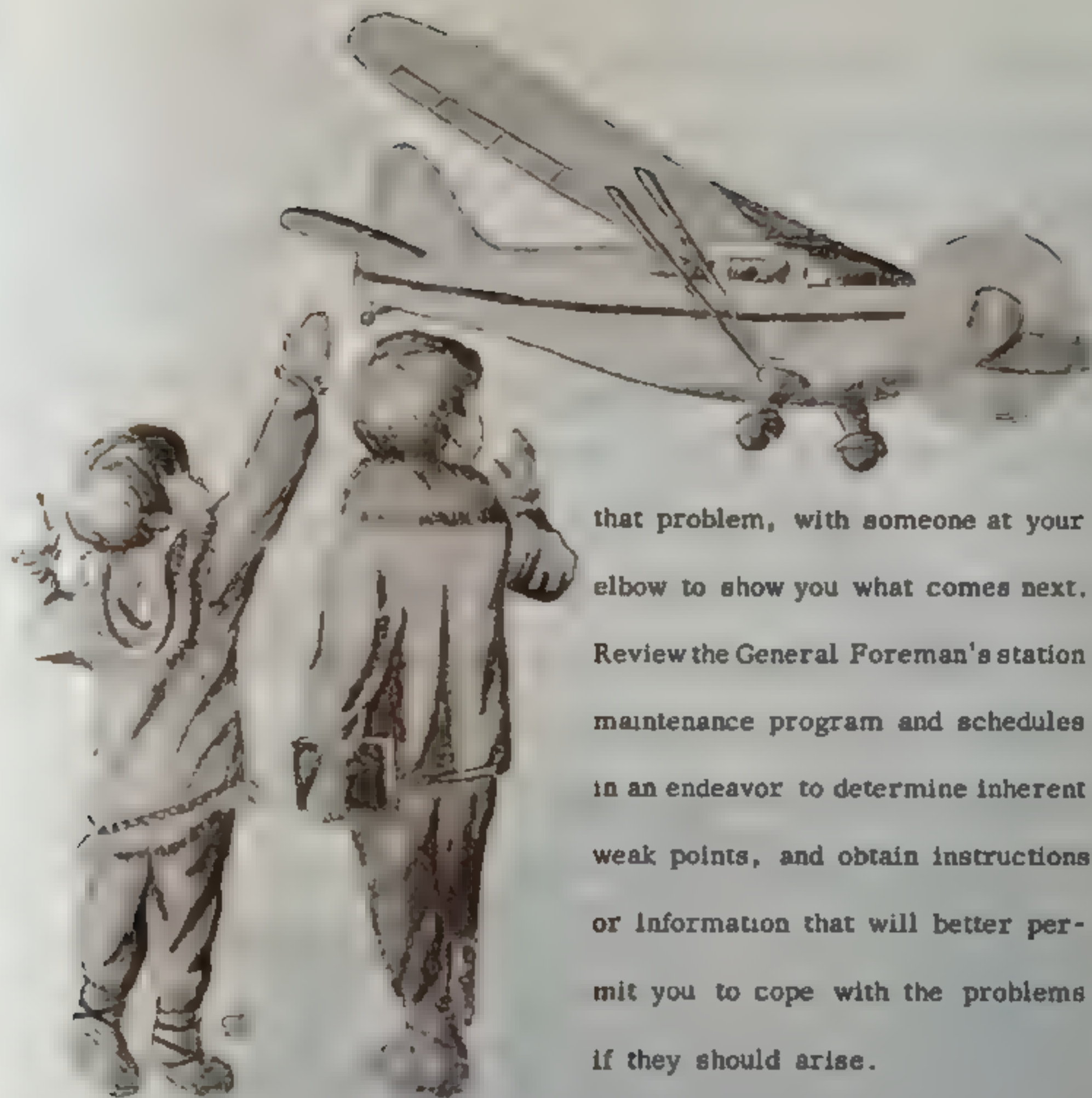
Some neophytes complain that Alaskans all seem to be slightly larger than lifesize. This impression undoubtedly arises from the fact that the people who STAY in Alaska have an exuberance, a distinctness of personality, and an energy for living that many passive folk Outside never experience. More responsibility, more opportunity for satisfaction from individual effort

and the knowledge that he is doing vital work in a wide-open field - Edna Ferber commented on how much there was to DO up here - will account for a good deal of the Alaskan's joy in living. It does seem true that more people get more "kick" out of life north of 54 degrees of latitude. They work harder and play harder.

As for your business at the Area Field Office, some specific items are indicated to which special and devoted attention should be directed:

ITEM: You will learn about the monthly and annual reports that are expected from your station. These reports are necessary to carry on the processes of checking to make sure the Government's work is being done. You have been hired to teach an eight-grade school for five days of each week for 180 days a year, but yours also is the responsibility of reporting that this work is being done, and you are your own secretary. The report forms are clear and to the point and as you become familiar with them, the time involved will be reduced.

ITEM: If at all possible, consult your Plant Manager or General Foreman at the Field Office about the mechanical equipment at your station. If you have had no experience with gasoline or diesel engines request some indoctrination in the particular type of light plant at your new station. Make some time to have a demonstration of the light plant and ask to try your own hand at one while you are where someone can instruct you. If you don't understand the inmost secrets of oil heaters, now is the time to come to grips with



that problem, with someone at your elbow to show you what comes next. Review the General Foreman's station maintenance program and schedules in an endeavor to determine inherent weak points, and obtain instructions or information that will better permit you to cope with the problems if they should arise.

ITEM: Inquire now about manifests and procedures in checking your supplies. Learn from your Field Office the proper procedure for acquiring additional supplies if required. An inventory of Government property is required annually on forms provided by the Government. Familiarize yourself with the inventory procedure and property accountable responsibilities.

ITEM: Listen to what the Field Office people tell you about clothes, weather

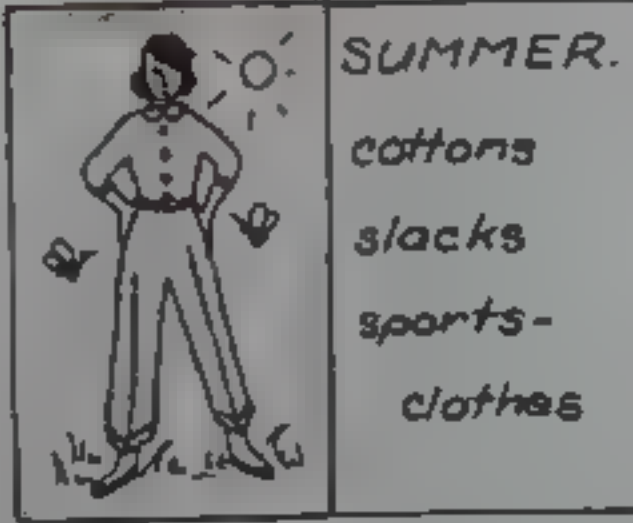
conditions, travel and any other helpful hints they see fit to favor you with. Make notes on the margins here in this handbook, if you like, but DO pay attention. It will save you - and them - a lot of grief. Living in Alaska is lots of fun if the rules are observed, but there are inflexible rules, made by the country itself, and it is folly, not fun, to flout them.

ITEM: With you on the plane to the village, take matches, candles, cigarettes, a flashlight; baby food and a goodly supply of disposable diapers (water may be scarce), if necessary; and at least a two-week's supply of food for the family. Take some food that can be eaten with little or no preparation on arrival. There is no bakery in the village, so take bread, butter, eggs, cheese, canned fruit, canned meat, vegetables, candy, canned milk - and be sure to boil the water used with it! Take bedding in the same plane with you - practically all stations are provided with bedding but a wise turtle carries his own nest; also a handful of utensils might come in very handy!

While in the Area Field Office, whether at Anchorage, Bethel or Nome, you might take thought for yourself and go shopping for some last minute things that were overlooked. You had better make contact with whatever grocer and butcher you choose to have fresh fruits, vegetables and meat shipped to you. Establish an account and make arrangements with the grocer yourself: the Field Office is a public business office, the personnel have full-time jobs and you should appreciate the fact that personal shopping is NOT part of their duties.



Be prepared for weather extremes and temperatures of -60° to 100°



*available at Surplus stores in Anchorage and Fairbanks

Someone in the Field Office will tell you about where the keys to the residence and school in your village are kept. He will also probably brief you concerning general conditions you will find. Be sure to ask him how to proceed in the event emergency supplies for the station are required.

The pilots who fly between the villages will be your best friends and severest critics. They have seen the teachers coming and going, at work, at play, meeting problems and so on. Most pilots have cheerfully done countless favors for teachers all over their areas and will in all probability do them for you. If you gripe about your assignment, manufacture difficulties where none exist and broadcast the fever chart of your particular case of cabin fever, don't be surprised if you find yourself up Muck Creek without a paddle. Be a good sport and everyone will rally around, the bush pilot first of all.

Incidentally, inquire concerning radio procedures and techniques. The Area Field Office maintains daily radio contact on a stand-by basis with all villages under its jurisdiction. Regularly specified times are assigned to each teacher and if he has any radio traffic it is dealt with at that time. Listening-in becomes your favorite indoor sport. BUT, REMEMBER! Other ears are listening to YOU, so observe a most perfect discretion, as though complete strangers were listening in, because they are! The Federal Communications Commission monitors all radio traffic in the Arctic and frowns upon using a Government radio as a party line.

Take heart in knowing that in cases of genuine emergencies your welfare has been planned for. Medical facilities are usually available at about an hour's flight from the village. If an emergency occurs at some other time than the specified radio schedule, it is a comfort to know the Alaska Communications System monitors B.I.A. frequencies at intervals for emergency calls.

Regular mail schedules on a weekly or bi-weekly basis prevail everywhere, weather permitting, of course.



E. Arrival at the Village

After having traveled for some time over considerable space - especially with small children - your first impulse upon arrival at your field station will be to collapse with relief and gratitude at having gotten there in one piece. Now is not the time to unravel altogether, however; the situation requires that you gird yourself for yet further activity.

The first official act is to advise the Area Field Office, by wire, that you are there in the village. This is necessary for official records, and it relieves your superiors of the anxiety they very properly feel until they know you are in situ, so to speak.

Pick up your mail at the local post office or store, or if it is in the school, set it aside to go through the same night of arrival, if at all possible.

After getting your luggage and gear to the residence, change at once into working clothes. Check immediately into the sources of water and fuel. Water is secured from wells or ice, or from rivers or lakes. If the water system has been left for any length of time, it would be well to boil some water right away for drinking purposes. KEEP IN MIND: Arrangements should be made as soon as you are settled to send a specimen of your regular drinking water, unboiled or untreated, to the State Department of Health. They will not accept samples unless in their standard bottles, which can be

obtained from local Public Health Nurses or from the Health Department Laboratory, Alaska Office Building, Juneau, Alaska. Ask that a reply be sent you concerning the safety of the water. In the meantime continue to boil or chlorinate all drinking water. Take no chances: a gastro-intestinal upset, known as stomach flu, at the outset of your village career can be mighty discouraging.

In all probability, your fuel will be oil and there will be an ample supply. There may be some difficulty in getting the kitchen stove going. Start right off on that project and don't be satisfied with anything less than perfection. That range is the heart of your problems.

Oil stoves need to be kept clean. If it doesn't draw well have a look at the fire-pot and see if the draft openings are clean and open. If not, fix them right there. It is to be hoped you went into this matter rather thoroughly in the Area Field Office. If you didn't, you'll learn fast. Check the stove pipes and chimney and be sure they are clean. If not, clean or replace them on the spot. If you are one of those gifted people for whom inanimate things work with joy, you are indeed blessed. If you must struggle to bring an ornery stove to heel, set your teeth and grimly plod onward. The stove was made by human hands, and you've come this far under your own power, so very likely perseverance will win this day as many another!

There MAY be someone in the village who has been a school employee who will come bubbling up with help and will get all the stoves or

furnace going, the water question settled, and help you and your family to unpack. On the other hand, the village people may be at fish camp or off at summer employment and you will have to go it alone. Once the fire is going and the water has been boiled, you have it made!

Be sure your day's exertions - the flight in from the Area Field Office, the arrival at the village, the discovery of the state of your quarters,



and the struggle attendant on water and range - be sure all these are followed by food! Eat as balanced a meal as you can under the circumstances, don't forget the candy for morale and energy. If night has come on, make yourselves as comfortable as possible and get some sleep before trying to cope any further. You can't possibly solve much in one 24-hour period. Keep a regular routine and attempt only the possible at this point. Good health is vital. Balanced meals and plenty of rest are a necessity.

On the succeeding days of your arrival, make notes of the problems you are facing so they can be presented to the educational specialist from the Area Field Office who will be out to visit you within the first month. He will bring you help, answers to questions, and suggestions that will smooth your path. You are not the first rugged pioneer to plough this row, you know. Other people have survived, and you are made of the same kind of stuff or you would never have applied for such employment in the first place.

On the second day, be sure you have gone through the mail and have not skipped over any vital telegrams or letters that require immediate answers. Have a look at the radio and see if it is going to cooperate with your efforts. If the radio operates, try to meet your first radio schedule right away: it will cheer you to hear from the Area Field Office and they'll be glad to know you are comfortable. Besides, they can tell you immediately what you want to know.

With so many new things facing you, it is sometimes hard to know which must be dealt with first. If the radio operates off the light plant, that will be your number one priority. If you had your wits about you at the Field Office, you did spend some time receiving instructions on light plants. If yours is a different make, study the operations manual in a calm frame of mind: the thing was made to work, and so were your brains, so put your mind to it. Follow the instructions in the section of the manual on "How to start the plant" and above all things check the water, lube oil and fuel. If

it doesn't answer your exhortations, remain calm: a mechanic will be sent as soon as it can be arranged to help you with this, and other problems. Get word to the Field Office by mail, if necessary, and help will be forthcoming. Use kerosene lamps, or candles. And resolve to lick this problem as you have others.

If casual village visitors stray in to have a look at the new teacher and his struggles, greet them in a friendly fashion and ask them to come back after you are settled. Pay no attention to invidious comparisons between you and the previous incumbent: they are quite usual the world over, remember? A pleasant, friendly manner at the outset will stand you in good stead in the months to come. If you don't have time to visit, be firm about asking them to return upon another occasion, but be pleasant. Advise them that school will start as soon as you are settled comfortably. Possibly some one of the visitors will offer the help you greatly need, in which case, receive it gracefully and gratefully.

Before school starts, check all stoves and chimneys. Replace stove pipes where necessary. Be sure the range and all heating stoves are clean: pipes should be replaced at least once a year and the interior of the range should be cleaned out about every three months, the heating stoves every six, or as often as needed. Be sure to do all these things soon after arrival: it will be easier to clean them now than later when the mercury is shrinking below zero. Your comfort and health depend upon your heating plant. If you

need new stoves or replacements, advise the Area Field Office of your requirements.

Closely allied to the heating plant are the safety measures necessary for security against fire, the scourge of the North. One has only to imagine being burned out in a small village in the middle of winter to spur

himself to taking every precaution. While you are checking and cleaning stoves and installing stove pipes, make sure there are fire extinguishers in each room. If there are fire extinguishers, take them down and test them for validity. If your station is equipped with a fire alarm bell, be sure



the spring is wound and set to go off. If there is a chemical device hanging from the ceiling over the stove, make sure the nozzle indicates it has not been used or set off. Examine the fire extinguishers that may require refilling and refill them right at the moment. If you are without fire extinguishers, place boxes of BAKING SODA in their place until extinguishers arrive.

Soda will smother a fire if the box is broken and the contents scattered directly into the flames.

If yours is a two-story dwelling, make sure fire ladders are in position. You may wish to have buckets of sand in the attic, for help in a roof fire. Be sure to check for secondary exits for your family and students.

As regards the water supply, which must concern you at this time, if a supply tank has been installed, CLEAN IT THOROUGHLY! If you will store your water in barrels, CLEAN THEM! Continue to boil or chlorinate your water. Remember that many water-borne diseases can be avoided by perpetual vigilance in the securing and use of water.

A good old-fashioned spring housecleaning may be indicated upon your arrival. You'll never have a better chance than when you first move in. If linoleum needs laying contact the Area Field Office and advise the General Foreman. Also advise him if the quarters or school need painting. This is his job to see that it is accomplished. Wash all windows before putting on the storm windows: water freezes at low temperatures, especially on windows, and your outlook may be considerably obscured if the windows are clouded. Weather stripping around doors and windows is easier if it is part of a general clean-up campaign. Go over the light plant with extra care, following your General Foreman's instructions for changing oil filters, checking and periodic changing of lube oil and spark plugs, if it is a gasoline engine. Be

sure that you have ANTI-FREEZE on hand and change the cooling system in plenty of time. Place the light plant operations manual in a handy place.

Good housekeeping will repay you many times in comfort and peace of mind. An orderly life makes a good employee.

Get started filing your reports with the Area Field Office as soon as possible. Send in a summarizing letter concerning conditions you found prevailing at your station, the state of the quarters and school, what the situation is concerning your heating, light and water. If you are in difficulties, don't keep it a secret: the Field Office personnel are there to help you get your job done. Contact them with a clear statement of the nature of the help you need. Make notes before your radio schedules so that you can go over your problems systematically.

Within the first few days, check your property against the latest "Inventory of Accountable Property" list which should be in your files, so that shortages will not be charged to you. If there is a need for special items, get your order to the Area Field Representative as soon as possible. In some cases winter conditions will preclude deliveries.

As soon as possible, look around in your station unit office of files for a large looseleaf binder marked "FIELD MANUAL." Material for this manual has been forwarded each station and further additions are being prepared and forwarded from time to time. This manual is your official guide to Government procedure. It will tell you what provisions the Government

has made for administering the services in which you are engaged. New employees are properly staggered to discover the amount of material covered in this serious-minded tome. Keep it on your business desk. You will want to consult it frequently. Keep it up to date and file new material in it promptly. Use markers for chapter headings. If you can't find your FIELD MANUAL in the first few days, ask the Area Field Office for one.

This edition of "We Teach In Alaska" constitutes PART VI, the Branch of Education part of the Field Manual.

As examples of what you might be interested to find in the Manual, look up pay schedules, in Part II, Chapter 14. If you wonder about the annual and sick leave you are accumulating, look at Part II, Chapter 9.

Study this Field Manual from front to back during any spare time you have in the first few weeks.



F Relations with the People

It is important to remember that you and your family are a minority group in an environment new to you. Alaska is Alaska. It is not "like" upper New York state, or Minnesota, or Montana, or anywhere else at all. It is unique and its people are likewise new to your experiences. They are not "like" any other people you have ever met before. They are the result of their heritage and their environment. They are original, as well as being aboriginal!

The foundation of Christian civilization is a respectful approach to another individual, recognizing in him values and abilities different from but as worthy as your own. The Native peoples of Alaska deserve your respect. They have made a radical adjustment in their living habits that permits them to flourish under conditions of the most adverse nature.

When you have your first meeting with the village people they may all "look alike" to you, as people of other races than one's own usually do. Keep this knowledge to yourself. If you have a good memory for names and faces, so much the better. If not, make a real effort to fix first one and then another of these individuals in your mind. Alaskans vary individually as all people do. Some are less honest than others; some are of cleaner habits and quicker minds than others; some will like you and others will not. It is important for you, however, to LIKE THEM ALL. You must not play

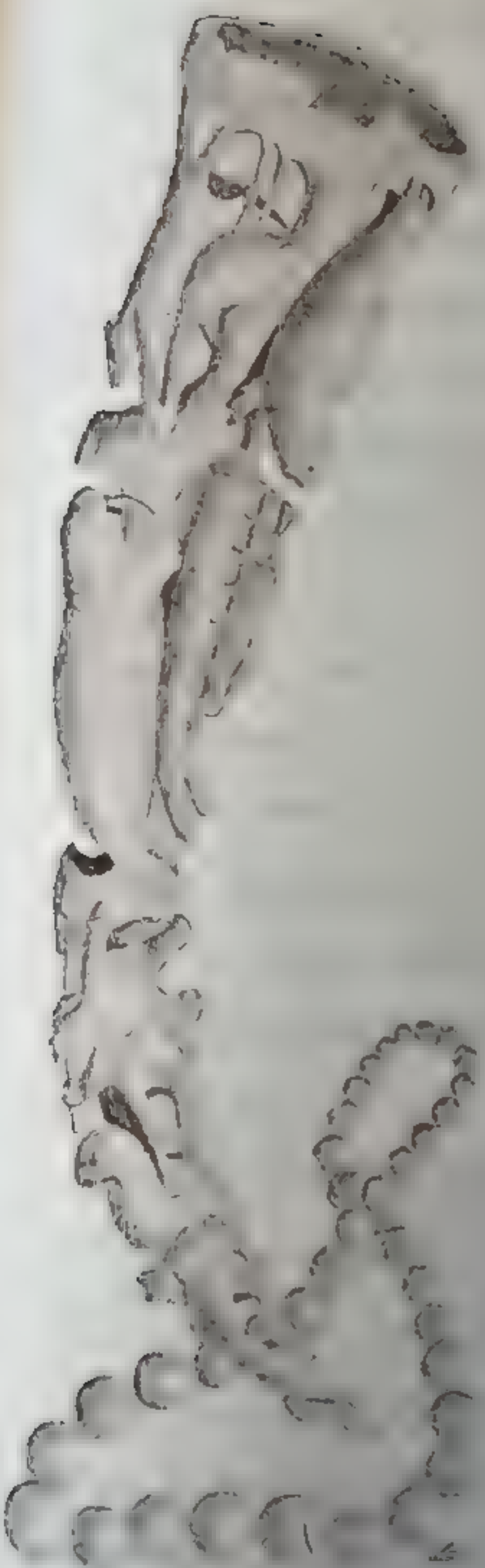


favorites with any one individual. This cannot be emphasized too much. The village is too small, the people know one another so much better than you can ever know any one of them, for you to make a special friend of any one. It would be rash to estimate the damage this one particular mistake might cause for you.

It will be wise for you and members of your family to maintain a coherent policy. If you have internecine battles with your spouse, better keep it intramural. That's your secret, not village news and not for radio broadcast. An atmosphere of sweetness and light, with calm strength of purpose and serene mind can influence your relations with the village more than you realize. You are not the first Stateside people to live in the village. There have been people from Outside in Alaska since the 1880's and 90's, in most instances, and these village people are shrewd judges of character and behavior and watch you more closely than you might realize.

Whatever schedule of meetings with the village you decide upon will be determined by your intentions. At first it is suggested that you find what groups have operated in the past: Mother's Club, P.T.A., Sewing Club, 4-H, Scouts, Council. The essential thing is to GO SLOW. If you don't like what has been done heretofore, make an honest attempt to evaluate it before you suggest a change. Try to make the suggestion of change as seeming to come from the village rather than from you. This will exercise your diplomacy! If it comes to a point where you feel a drastic and remarkable change must be effected by you, take a long time drafting reasons and procedures. Then present your program in a straightforward manner, be FLEXIBLE, and don't try to build Rome in a day. Above all, keep your good humor. If you feel yourself getting sour and bitter, let up on the pressure, have some coffee and read some Artemus Ward (like Lincoln did--and his job was harder than yours!) to restore your perspective. You COULD be wrong, you know, or what you are trying to do may not be feasible. --- If you don't enjoy life, nobody is going to enjoy you either!

If you have an improvement in mind that would affect both yourselves and the village--a better water system, say, or a more expedient manner of waste disposal--don't expect it to be enthusiastically received, especially at first. Make up your mind to present the scheme on several occasions, stressing all its various benefits and possibilities. Contact individual members of the community and try to win them over to your way of



seeing things--but don't be embittered if they forsake you in the final vote! They must follow the way of the village, because they will be living there long after you have left. Persistence and pertinacity will sometimes gain your point. Coaxing and cajoling are usually more valid than an attempt to coerce. "An ounce of persuasion is worth a pound of coercion." If you can effect one improvement in two years, your batting average is outstanding.

In business dealings with the village people, honesty is not only the best, but the **ONLY** policy. If you order clothing or art objects, have a definite understanding as to what you want. Order only one item at a time until you have discovered the "hang" of it. If the first thing you have ordered doesn't meet with your expectations, take it anyway, **PAY THE AGREED PRICE** and swallow your disappointment as a valuable lesson. **DON'T REFUSE** the article. One teacher shattered

village relations by refusing to pay the price agreed upon because the finished article ordered did not come up to specifications. Make your first purchase a small one. Possibly you will be agreeably surprised. But in any case, proceed with caution: you must live up to your end of the bargain, whether the other party does or not! This policy cannot be overstressed. You are in a strange land dealing with unfamiliar people whose codes vary from those you have learned. In time with vigilance and care you will understand and benefit by your experience. The watchword in this, as in other phases of village life, is GO SLOW.

It is contrary to regulations for teachers to engage in trading for profit with the Native people as long as the teacher is in the employ of the Government. This matter is clearly and emphatically expounded in the Field Manual to which you are now referred: look under Personnel, Part II, Chapter 4. Before engaging in any transactions of this nature, be sure to read this material with care. THIS IS ONE OF THE MOST IMPORTANT FACETS OF VILLAGE RELATIONSHIPS.

It is probably just as well to be chary of presenting miscellaneous gifts to all and sundry. You are not, after all, establishing the first incursion of your culture in a benighted land. You are, rather, settling down in a community to work for mutual benefit with people of a dissimilar background. Friends are not bought with gifts. Friendship is made by persons of kindred interests and opinions, and it can and does exist all over the state between

Alaskans and people who have been living with them through the years. If you feel you must show the village some measure of appreciation for the kindness they have shown you, perhaps at the Thanksgiving or Christmas gathering you can surprise them with sweets or fruit or similar items that all the village can enjoy together. Individual gifts are not usually very wise; there is too great a danger of the charge of favoritism.

If gifts are brought to you, make sure they are gifts and not something offered for sale. In any case, if it is a gift, some have found it expedient to repay on the spot with an article of like value. When fish or meat is brought, as very frequently is the case, it might be thoughtful to repay the donor with a can of fruit or vegetables. In many cases, the village people have a narrow operating margin and greatly appreciate evidence that their overtures are welcome. If you make mistakes in this phase at first, be encouraged to know that others before you have likewise made mistakes. If your heart is in the right place and you give your intelligence free play, it will not be long before you establish a working philosophy of your own.

As to visiting in the homes of the village people themselves, you will in all likelihood be pretty much occupied with all the calls on your time. If you are curious about the people they will resent your intrusion. Very probably you will be in and out of their homes during the winter for several legitimate reasons, illness being the chief one. The calls of the nurse are usually spaced so far apart that the contents of your station dispensary will

become only too well-known to you. Don't make the mistake of "practicing medicine"; on the other hand, there are several helps to ailing people such as aspirin and various tonics, which the nurse will indicate to you may be dispensed in her absence. Sometimes you will have to make radio contact with someone's severe illness in mind and you will be instructed how to proceed. So, what with illness, the making of the village census, and the annual village report, your visiting will be taken care of. Take your manners with



you. Do not comment or make helpful suggestions. In Alaska, as elsewhere, a man's house is his castle and you are the interloper. KNOCK at the door and wait until you are invited in before entering.

Do avoid becoming embroiled in all or any village fights. They are definitely not your business, and the side you choose may be the losing one. Withdraw from the scene

entirely, make absolutely no comments to anyone so that you cannot be quoted, and if the disturbance grows to such proportions that outside agencies such as law enforcement have to come in, be sure to present the facts in an unemotional, nonpartisan manner. THIS IS IMPORTANT.

It is quite customary to have one of the local girls or women assist in the residence, as a housekeeper or with child care. Use ordinary business practice in deciding the pay with which you will reimburse her.

As a teacher in the community, your field is primarily education and to develop village leadership. It is your business to encourage the growth of a sense of responsibility for their own affairs among the people of the village. It has been the aim of the Bureau to train local residents in each village to fill such positions as postmaster, welfare agent, cooperative store manager, midwife, council officers, etc. All people learn to do by doing. In almost all villages these positions, and others, are now filled by village incumbents.

IT IS IMPORTANT THAT THE TEACHER DO NOTHING TO PREEMPT THE DUTIES OF THESE WORKERS!

When called upon to give advice or technical help, by all means cooperate to the best of your ability, but do not take charge, do not try to "run things." Counsel to the best of your ability and then withdraw and let the village worker proceed under his own steam, even if he makes mistakes! We all learn from our mistakes; we must have freedom to make them. No

dictatorship of the teacher - even a benevolent one - can be tolerated.

Very probably there will be a trader in your village and possibly a missionary. Foster a genial, but casual relationship that will stand the strains of constant association under confining conditions. Arctic dwellers need one another. Put your mind to the business of keeping your public relations pleasant: it is your business and it can be done. Most of the early pioneering in teaching was done by remarkable men and women who were missionaries and their present-day counterparts continue the tradition of contributing good to the people they serve.

NOTE: Only in emergencies does the teacher permit medical or other community services to interfere with classroom duties, being ever conscious of the fact that the teacher's first responsibility is to conduct a school of sound professional standards

The community should be led to understand that the teacher's time during school hours belongs to the children and only real emergencies can justify other demands being made upon it. Under ordinary conditions the teacher is busy in the classroom until 4 p.m.: village business must wait until after that time to be taken up in the normal course of events. The children are the people's most priceless possession. The hope for improvement in the people's way of living lies in their education, and their education is in our hands.

It is well to mention that where there are children in the teacher's

family, and both husband and wife are employed, a housekeeper must be employed, or other acceptable arrangements made to take care of domestic responsibilities, in order that the parents may be free to devote their full time and energies to the operation of the school and community activities.

Sometimes a scarcity of competent skilled personnel in a village has led some teachers to take employment with commercial firms. It should be understood that Government employment is a full time job and that it is considered inadvisable for anyone to assume responsibility beyond the work he has contracted to do. Refer to Field Manual, Part II, Chapter 4, page 2.



G. Office Procedure

Either the teacher or the general assistant will have some business with the Area Field Office. Approach this task on a business-like basis. Set aside space somewhere for a business unit and keep desk and files for that purpose.

There are so many things that you are advised to do "at the earliest possible moment," but reading your files will have to be added to that lengthening list. Old hands in the Service get to that chore as soon as possible since it acquaints them with the village people and their problems, as well as informs them what previous teachers have done to meet these problems and what course will seem advisable to you. Be sure to preserve all files carefully; they are sacred! Keep your files in good order and up-to-date. If you haven't had any previous filing experience, be careful not to disarrange the present files, since they are set up according to regulations. After you have become acquainted with that procedure, possibly you can improve the condition of your station files, but by all means do so with caution.

There are a few simple procedures and regulations to be observed in writing letters concerning any phase of the school or community program.

All correspondence of an official nature is directly channeled to your Area Field Representative. If the matter in hand should require the notice of the Juneau Office, the letter and one copy should be sent together

to the Area Field Representative, so that he will have a copy for his files.

BE SURE THAT YOU KEEP STATION COPIES OF ALL CORRESPONDENCE! You will soon become accustomed to making three or four carbons of all correspondence. Don't gripe about it. In reality it's a kind of insurance and directly protects you against charges of either sins of commission or sins of omission.

As a matter of course, if you have had no occasion before to concern yourself with office routine, it is ALWAYS wise to keep copies of all your business transactions at the station: letters, reports, receipts of all monetary transactions, inventories, requisitions, records; copies of EVERYTHING.

A word to the wise: don't write letters when you are angry. Or, write them if you must, but DON'T SEND THEM. All letters from you become part of your Official Personnel File and become a matter of record for the duration of your employment by the Government. If you transfer within the Bureau of Indian Affairs or to another Government agency, your OPF goes with you. Don't let your chagrins become the concern of posterity in personnel offices. If you have a difficulty, chew it over until you are familiar enough with it so that you are not in an emotional stew when you do write. Keep your letters factual and calm in tone. Just remember that all communications from you of an official nature become part of your own personnel file and act accordingly.



Study the Field Manual for procedure on property accounting (inventorying), requisitioning and official correspondence. Consult Part I, Budget and Finance, reading especially Chapters 2, 3 and 4. Notice in Chapter 4 the procedure for reporting your own time on the time sheets provided.

Since there are a number of monthly and annual reports to be submitted, some teachers prefer to post the "CALENDAR OF REPORTS TO BE SUBMITTED BY FIELD STATIONS" on the wall over the business desk, so as to keep track of what has to be done.

In multi-teacher stations, the principal handles the office work. As a result, letters from teachers on his staff are channeled through the principal, with a copy for his files, and he in turn sends the correspondence on to the Area Field Representative.

A word of caution is extended here to those who direct correspondence expressing a personal opinion to some agency or publication or business concern. Any correspondence written on Government stationery and signed by you in your official capacity must be sent through the Area Field Representative, with a copy for his files. There have been cases where teachers have unwittingly brought severe criticism upon the Bureau through expressing a purely private opinion in the capacity of a Government official.

Extreme care must likewise be exercised when dealing with members of the Fourth Estate. Newspaper reporters are in the business for news and all is grist to their mill. When talking to a press representative, even off the record, be sure you in no way commit yourself to a quotable opinion that will reflect adversely upon the Bureau which you represent.

Government employees who write for publication, whether for professional or commercial periodicals, are advised that all articles should have the approval of the Area Director prior to submittal for publication. This includes writing done on your own time. This might seem unduly restrictive, but a little reflection will show that writing done in Alaska will in all probability be concerning some aspect of living in Alaska and as such may all too easily touch on matters which could give rise to questions involving policy.

Any article done on Government time becomes the property of the Government.



III. VILLAGE LIVING

A. New Environment

Adjustment to this new employment also entails adjustment to a new climate. The Arctic temperatures may at first seem to be no more severe than those found in the mountain states or northern states, but in point of fact the steady cold seems to become of another nature in Alaska. Possibly this is because it is combined with many weeks of almost darkness. Again, maybe the fact that there is no steam heating to take off the bite of chill has something to do with it.

In any case, vanity has no place in the North. Clothes that will keep one warm and well are the only kind of clothes to wear. Most teachers find it the part of wisdom to don warm underpinnings as the sun and mercury start to dip. Woolen hose, sweaters, wool slacks are all good investments. Wool caps when going outdoors, skin gloves with wool mitts, fleece lined shoes or mukluks to keep feet warm, all will contribute to health for teacher and pupil. It should be remembered the children should not become overheated and then run outdoors for recess in that condition. The Arctic people are very susceptible to colds anyway, and it is the responsibility of the teacher to dress warmly enough so that his health and that of the children are of paramount concern. If there is not a ventilator in your classroom, arrange to have one installed and then use it; also a thermometer, and then watch it!

Even the born southerner after living in the North for a few years

suffers acutely in the overheated apartment of the newcomer who is prone to don clothing suitable for the tropics, then set the thermostat at 85° . Consider how much more uncomfortable children, native to the Arctic, must be who are forced to sit day after day in classrooms heated to a degree they seldom experience even in the mid-summer sun. The wise and considerate teacher will put on another layer of clothing and keep the room temperature comfortable for the learners, probably below 70° .

In this rigorous climate health, as has been said, is of primary importance. Be sure to allow for adequate sleep, so that your system does not become run down. A balanced diet should be worked at and three well-prepared meals a day are a necessity.

Recreation is certainly a part of mental and physical health and should be planned for. The new factors in outdoor life, such as dogteams, parkas and mukluks, snowshoes and skis, will activate your curiosity. You will soon find that people in the North derive a large amount of their enjoyment from visiting with the other people up here. The arts of conversation are practiced, and reading for pleasure is rather more usual than in the other states. The news magazines are carefully followed; some people make the discovery that Alaskans are very well informed about an amazingly large number of things. Wonderfully stimulating evenings of good talk are frequent. A good deal of passable music is played by some devoted amateurs. Most of the entertainment will have to come from yourself; you are your own best company. Don't expect to be entertained. It is an active verb North of 54° .

B. Religious Activities

Teachers are people of strong moral character and they often wish to continue their regular church attendance. They may of course attend the church of their choice and may participate in religious activities during their free time.

However, as Government employees, they may not express opinions concerning religious matters in the classroom or use Government time to engage in religious activities. Nor may the teacher engage in religious activities that may be construed in any manner as being of a proselytizing nature.

This matter is treated in the BIA Manual as follows:

62 IAM 8.805.01: ". . . Inasmuch as the varied situations require practical judgment, and mutual tolerance and individual self-restraint, the items which follow are not set down as immutable requirements or limitations, but are to be adhered to in spirit by all employees of the Indian Service, and followed literally unless modification is granted in a particular case after correspondence with the Area Office . . ."

62 IAM 8.805.01B: "Day Schools. No child at an Indian Service day school shall be excused for religious instruction, including instruction in the native Indian religion, during regular school hours. Religious exercises are not to be held on the premises of the day schools during regular school hours. Facilities at the school may be provided, however, for the use of religious instructors at a time and under conditions not in conflict with the uses of the buildings by the Indian Service or the Indian community . . ."

For religious or special local holidays see pages 92-93.

C. Living Quarters

Living quarters are provided for teachers at great expense to the Government. The cost of shipping alone often exceeds the original price of the furniture. The expense involved prohibits frequent replacement of major items. For this reason, if no other, it is important that living quarters be given reasonably good care. Upholstered furniture that is used for a jumping board by small children or a claw sharpener by pets can quickly become a depressing sight.

Whether justly or unjustly, we are judged to a degree as teachers and community leaders by the physical environment we create for ourselves. It is to our professional, as well as personal, advantage to maintain good housekeeping routine throughout the station.

D. Guests

Commercial accommodations for travelers being non-existent, in most villages, the teacher often finds Federal, State and military personnel on his doorstep begging for lodging. Since the teacher's home is his castle, he is under no professional obligation to house visitors. It is recognized by this office that the heavy work schedule of a teacher renders hospitality a burden rather than the pleasure it often would be under less pressing

circumstances. In some instances teachers have been asked to house persons on research or hunting projects for long, protracted visits. It is felt the added work of caring for a guest is too burdensome, and while teachers are free to make their own decisions in such matters, this office would urge them in the event they are contacted by such prospective visitors to advise renting a house in the village.

Unaccustomed as they are to taking in boarders, teachers sometimes refuse to accept remuneration from short term guests. But in view of the high cost of food in isolated areas and the increasing frequency of visitations, this office has set up a suggested schedule of payments and teachers are urged to charge accordingly. If this schedule is not in the station files it is available at the Area Field Office. Refer to Circular 522, with attached bulletin, dated 11/4/55.

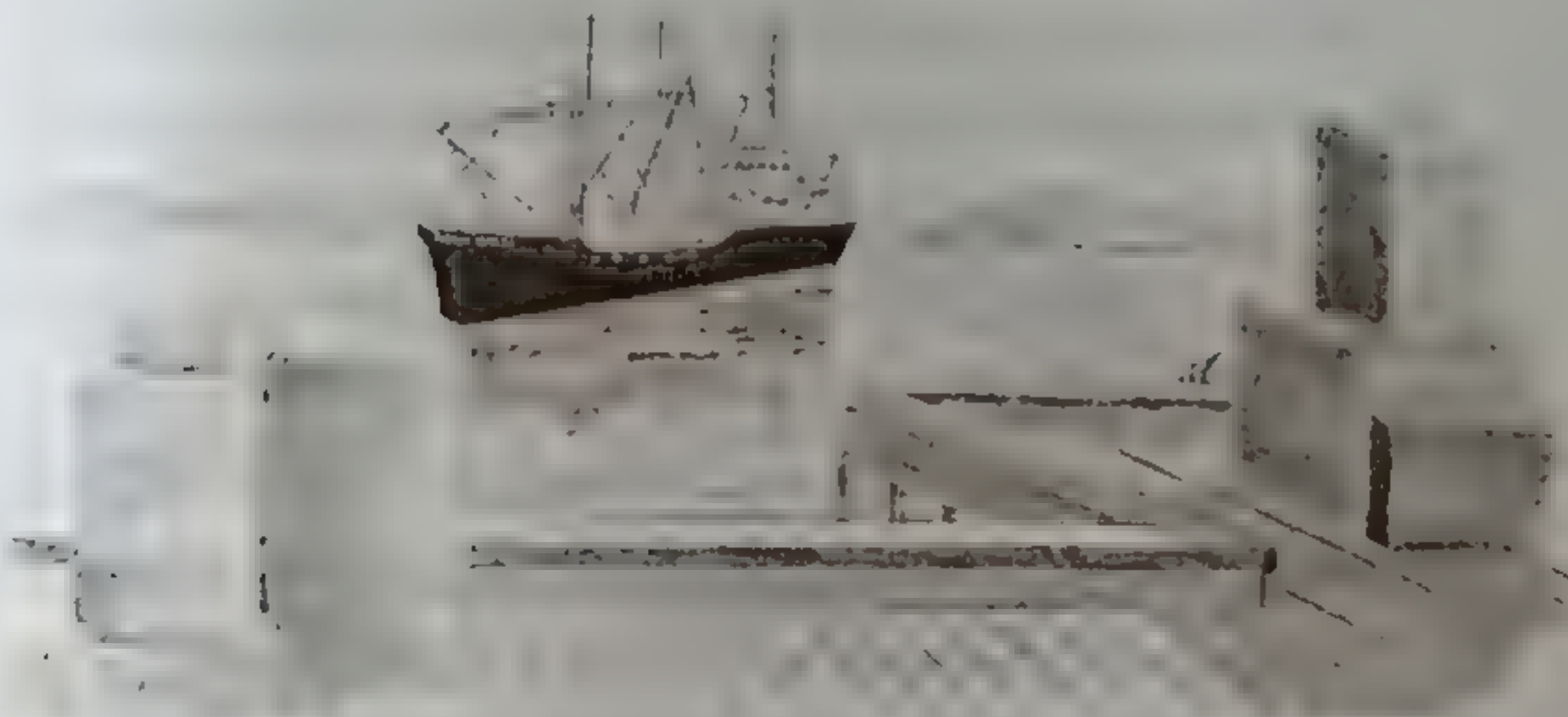
Traveling personnel both from the Bureau of Indian Affairs and other agencies have been requested to clear their visits with the Area Field Representative, to prevent too-frequent or conflicting demands upon the teacher's time and accommodations. The initiated understand this. If newcomers, who may not have been informed, bypass the Area Field Office they might be gently reminded that too many guests can create an emergency.

E. The U.S.M.S. North Star

The U.S.M.S. NORTH STAR is a Bureau of Indian Affairs ship which transports freight to North Coast Alaskan stations not served by commercial shippers. Twice yearly this vessel departs from Seattle loaded with cargo for far North villages. The sailing date for the first voyage is usually set for mid-April and the return to Seattle is often near the end of July. On this spring trip freight is discharged at Aleutian, Bristol Bay and Norton Sound villages. The last stop is made at Gambell in mid-July. Early in August the NORTH STAR is ready to leave Seattle for the second and final trip of the season. This voyage is planned to coincide with the short open water season in Kotzebue Sound and the Arctic Ocean, so the ship sails directly to Kotzebue and then Barrow where freight discharging is usually finished by the last week in August.

On the return trip south the NORTH STAR, in addition to discharging freight at all coastal stations not served on the first voyage, engages in one of its most colorful assignments. At Kotzebue and Nome the people from Diomedes and King Island, who for medical and economical reasons have summered on the mainland, are taken aboard for the return trip home, together with skin boats, dogs and summer purchases. Usually the teachers for these two islands make the journey at the same time.

The annual arrival of the NORTH STAR at villages where no other ships are seen creates pleasure and excitement rivalled only by Christmas. In former years all residents went aboard to get X-rayed, but this service is no longer performed and the hazards of boarding from a tossing barge are too great for numbers of passengers to be taken aboard without valid reason. Now visiting is strictly invitational.



The receiving and storing of a year's supply of goods calls for advance planning. Storage units must be put in order and space cleared in a warehouse or the classroom until you check each item against the bills of lading. Shortages must be reported at once. If, through mistake, you receive items which were destined for another station, report that also. Proper storage of supplies can save you frustrating hours of "treasure hunting". If you have to climb and slither your way toward the pencils you may develop ability

as a mountain climber but not efficiency as a teacher. Likewise, burrowing for the mucilage is not a procedure to sweeten the disposition. Incidentally, some classroom and nutrition supplies, not to mention personal groceries, can be ruined through freezing. Check with your janitor or the village wise-men to determine what storage spaces can be kept above freezing. Nothing is less sticky than warmed-over mucilage. The gelatin roller on a hectograph likes a warm spot also.

If your station does not have bulk oil storage, collect and drain sufficient empty drums of all moisture preparatory to receiving oil from the NORTH STAR discharge. Water in the oil drums does not produce the same results as oil on troubled waters. If you come from Florida you may not know that snowdrifts have an uncanny way of piling up in the same place year after year. If you make the mistake of placing your oil drums in a spot favored by a drift you will probably have to "sound" for oil all winter.

Speed is always of the essence in the discharging of cargo. A witches' brew of a storm may roll in on any wave. It is well to have all preparations made before the boat arrives. If discharging goes on into the night a cable will be needed to extend light to the beach. Consult with the janitor and the store manager to find out what has been done before. Don't forget to keep your radio schedule with the ship. They are well acquainted with all your freight problems.

A word here about the standard grocery order. If you receive your appointment to the Service too late to permit the ordering of your own list of groceries, you may be receiving what is known as a standard order. This is a selection of foods based upon an extensive study of personal grocery orders received from many teachers over a number of years. The items of which it is composed were those most generally ordered. There will undoubtedly be some foods in it which you abhor; there will be a shortage of some you enjoy eating three times a day, but the important thing is you won't starve, for if such disaster threatens you learn to like some nutritious foods you formerly regarded as fit only for seagulls.

So far this section on you and the NORTH STAR has dealt with you as longshoreman and consumer of groceries. Now let us think about the NORTH STAR and you as a teacher. In view of the 180 days of school you wish to accomplish and of the possible necessity of using your classroom as a temporary warehouse, you may find it advisable to arrange with the District Office to start school a day or two in advance of the usual opening date.

Whether or not you are able to hold school while the ship is discharging, don't forget you have a laboratory of learning on the beach. There is language, science, arithmetic, health, geography; in fact, about any subject you want to teach. Before the arrival of the ship you as an alert teacher will be developing language learnings and experience reading charts around such subjects as: the expected time of arrival, what the ship will bring, what

work must be done to get ready, what types of work will be done by certain individuals, what foods will be on the ship, where they were grown, canned, etc., arithmetic problems around estimated travel time and speed, estimated earnings by longshoremen, estimated cost of cargo to be discharged, etc.

While the discharging is in progress make note of all the language learnings to be developed later in the classroom. Teach the names of different items of equipment used, of the proper phrases used to describe each operation. This is a once a year opportunity: make the most of it!

Part IX of the Field Manual gives additional information and instructions on the U.S.M.S. NORTH STAR.

F. Relationships with other Federal and State Agencies

Most villages are visited periodically by a public health nurse, employed by the Alaska Department of Health as a field nurse. Village medical problems are referred to her, as are the special health problems of the school children.

The itinerant nurse will notify the teacher of her visit in advance whenever possible. The regular school day should be maintained but the classroom program could be rearranged to secure the maximum benefit for the pupils from the nurse's professional training.

The relationship between BIA teachers and the Department of Health field nurse should be based on mutual respect, both professionally and personally. The health of the village and the school children is dependent upon their close cooperation.

Visits may also be expected from representatives of the Arctic Health Research Center, Arctic Research Laboratory and the Arctic Aero-medical Laboratory. These engineers, doctors and scientists are concerned with various aspects of Arctic living and health research.

G. Radio

You will receive instructions concerning operation of your BIA radio and procedure used in Government radio communication from personnel in your Area Field Office, but there are some things to be remembered before you start your regular broadcasting schedule. There is to be no discussion of personal problems over the air. The radio is for official BIA business only. The transmittal of globules of gossip and the sharing of innocent merriment has no place on routine transmissions: such traffic is quite fitting and proper only when handled on amateur frequencies through amateur station facilities. "BIA employees are encouraged to obtain amateur operator and station licenses and to handle non-official communications through their amateur stations," states JO Circular No. 534.

However, as a matter of precaution even on amateur transmissions, it is well to keep in mind that all people in the Arctic including the residents of your village have radios and they listen in to all radio transmissions as a matter of course to keep up with the local scuttlebutt, for general entertainment, and to pick up any stray crumbs of official information a careless operator might let drop. Airing of personal grievances or discussions of intimate difficulties, or more particularly, the exchange of less than complimentary observations over the air is certainly in poor taste and might even be considered dangerous, in the sense that light conversation overheard is so easily misconstrued.

Mail is slower but enjoys the advantage of being confidential. Remember: "It is better to be thought a fool and be silent than to speak and remove all doubt."

H. Hunting and Game Laws

The Fish and Wildlife Service provides each station with an annual pamphlet concerning the regulations that are currently in effect regarding hunting and fishing. As a new resident, be sure you familiarize yourself with State regulations pertaining to these activities. The personnel in charge of enforcement of game laws are alert and ubiquitous: they travel by land, air and water and it is just as well not to try hunting or fishing illegally.

Infringements of the law are promptly dealt with and the outcome can be both embarrassing and expensive.

It is not necessarily the mark of a man to be over nonchalant as regards the perils inherent in outings in Alaska. Every year witnesses a number of tragic accidents due for the most part to poor planning, carelessness or wanton disregard for safety hazards. If you are not too particular about your own continued welfare, at least have some consideration for the Bureau: you are expensive to replace and recruiting is difficult at all seasons!



I Fire! Fire!

Every precaution must be taken by the Principal-teacher to eliminate fire hazards, e.g.:

Routine cleaning of oil stoves and flues

Routine cleaning of closets and storages spaces

Proper disposal of rubbish; an oil drum can be used as an incinerator. Small children should not be permitted to officiate at the incinerator, and disposal fires should not be left untended.

Light plant must be kept scrupulously clean and orderly. Spilled fuel must be promptly mopped up and cleaning rags disposed of or kept in a covered metal container.

Proper care should be observed in using electrical appliances. Keep cords in good repair. Avoid overloading electrical system. If your station has a fuse panel with screw plug fuses, when one burns out don't use a larger amperage fuse. When this happens the circuit is overloaded and using a fuse with more amperage is inviting trouble - it can cause a fire!

The Principal-teacher is also charged with the responsibility of seeing that proper fire fighting equipment is kept in strategic spots and ready for use, and that fire escapes are available to all second story dwellers.

If hazards are found to exist at your station which cannot be handled locally, or items of safety equipment are needed, an immediate report should be sent to your Area Field Representative with a copy to the Area Safety Committee.

Items "3" and "4" on the Monthly School Report furnish space for your expected detailed notations on steps taken and routine procedures observed in your safety program.

The following instructions have been taken from a release from the Commissioner, Bureau of Indian Affairs, Safety Survey of Schools, . . . 1959:

FIRE DRILLS

To be adequate, "fire exit drills" must be held frequently and be so arranged that they will insure orderly exit under the unusual conditions which prevail in case of fire. They should be held in unexpected ways and at unexpected times, carefully planned to simulate actual fire conditions. Varying the time, using different exits (simulating actual fire conditions where normally used exit may be blocked), making use of fire escape ladders and slides will better familiarize the occupants with all means of escape. Fire exit drill control should not cease upon leaving the building but continue into the street or other place of safety. This procedure checks the response and ability of the fire fighting party and keeps the entire installation alert and fire safety conscious.

FIRE INSTRUCTIONS

This includes both occupants who would be expected to take a part in fighting a fire and those adult personnel who have either an assigned or moral responsibility for life, safety and fire fighting. Students should also

receive instruction in "fire exit drills." Members of fire brigades, volunteer fire departments and other organized groups should receive periodic instruction in fire fighting methods and techniques and use of station equipment.

FIRE INSPECTION AND TESTING

This will be performed on a station wide basis, at scheduled intervals by a designated and qualified incumbent. All aspects of building and grounds fire safety should be included under this inspection. Fire protection, provided by the most complete protection system, may be entirely nullified if such system is not kept in an operative condition at all times. All station equipment will be tested and inspected regularly. Sprinkler systems require special testing procedures as do other types of automatic alarm systems. Inspection blanks will be provided and maintained on all equipment.

WATCHMEN OR FIRE PATROL (Boarding Schools)

Watchmen can be an important factor in early fire discovery, and can give prompt emergency action to insure maximum life safety. This is especially true at night. They should have written instructions and patrol a well planned route. They should be totally familiar with all exits, stairways, roadways, elevator shafts, etc , alarms, sprinkler systems, telephones, hydrants, valves, extinguishers, standpipes, hose racks, electric panels, fuse boxes, emergency lighting circuits, machinery control switches, and all other physical building equipment.

VOLUNTEER FIRE DEPARTMENT

A volunteer department will be organized or is already in existence possibly awaiting your direction or assistance since the BIA facility is usually the focal point of the community and has the preponderance of the fire fighting equipment. In an emergency the station personnel must rely upon the manpower at the village for help and conversely from the village side, they in turn may need some equipment and your help. This is a point where full cooperation must be extended and received, which can only be realized through the trained and coordinated efforts of an organized group with an elected or appointed chief.

J. Outdoor Toilets and Sanitation

Every effort should be exerted to keep outdoor toilets as clean and sanitary as A.A.A. restrooms. The first step toward this accomplishment is instruction of the children in good habits. This should begin the very first day of school. If the Sanitation Aide is in the village enlist his services. His ability to instruct in the Eskimo language will be particularly helpful with the younger students.

Make arrangements with him for routine inspections and reports. If he is given an opportunity to commend the children, when commendation is deserved, it will go a long way toward developing a cooperative attitude.

Daily cleaning of facilities by the janitor is essential.



IV.

THE EDUCATIONAL PROGRAM

A. How High Shall We Aim?

"COME INTO MY PARLOR"

Back about 1884, when the movement to establish American schools for the Indian, Aleut and Eskimo peoples was gaining momentum, the answer to such questions as "What shall we teach?" and "How far into the complexities of formal learning shall we take them?" seemed relatively simple in the light of the prevailing economic situation. Whale bone and furs were in great demand. The whalers and traders were doing business by the many shiploads. A nutritious, if somewhat monotonous, diet could be plucked from the air, the sea, the land. As for clothing, the best dressed man of the year candidate had only to locate an obliging fur bearing animal and marry a girl with a skin knife and needle. A blue book of the tundra manner of living could be maintained on a fish-hunt-trap-and-barter basis.

The Curriculum Makers took a quick look at the needs of the Learner and scarcely had to think twice to decide that a superb hunter, fisherman and trapper needed to know how to market his wares. In the language of the educator he needed "trading skills," so English and the Three R's got into the course of study. To have something really indefinable and controversial to get their scholarly teeth into, "basic skills of living" were added. This course was concerned mostly with the simultaneous use of soap and

water. Above and directly below the Arctic Circle this posed a knotty problem as water in this region never was and still isn't, at least not the kind which stoops to mix with soap. Even so, the Curriculum Makers never had it so good, so easily were the demands of society and the needs of the Learner reconciled. Perhaps a few worried a bit about learner potentialities, but the consensus was that by the time the student had labored his way through the intricacies of a strange language to a rudimentary knowledge of academic skills he would be old enough to graduate into hunting. This was a comfortable arrangement. The student never reached the point where he could pin the teacher to the blackboard with embarrassingly difficult questions.

THE FISH BASKET IS UPSET

But change was on the way. Corsets went out of fashion and the whaling industry vanished. This event was not recognized as the forerunner of more important economic changes and the Curriculum Makers continued to graduate hunters. Some years later the fashion experts got together and sent out a proclamation that milady should pack her fox furs in mothballs. Since this particular fur was the mainstay of the trade, the edict really shook the tundra grass above the heads of the Curriculum Makers and brought them out for a quick look around. They perceived that they had a whale by the tail. The vanished whaling industry and the amnesty on foxes were not the only reasons the day of the hunter and trapper was disappearing over the economic horizon. The Learner had entered into the spirit of trading an old

culture for a new with such enthusiasm that he had progressed into the confusion of cultural change farther and faster than anyone had thought possible. In the process of being acculturated he had heard much about how other people live. One cultural tidbit had really impressed him: namely, that many people hunt and fish for fun only. That was for him. He presented the Curriculum Makers with a two-edged sword - he would hunt less during working hours and attend school more. He did. That really panicked the Curriculum Makers. In their confusion they put such subjects as skin sewing, carving and reindeer herding in the course of study hoping to inject a gleam of practicality in the frightening



fog of acculturation. But the Learner was not to be outwitted by such tactics, nor to be "skinned out" of his book learning. He pursued the Curriculum Makers in two languages. About this time he gained an unexpected ally. The airplane came to Alaska and the wild game, recognizing the end of an era if the Curriculum Makers did not, sadly admitted defeat by aerodynamics. As time passed, reluctant hunters who dragged themselves away from their books in the hope of filling the empty larder reported decreasing luck. The tundra and the forests were being depopulated of game animals, and the waters of fish.

NO LIMITS ALLOWED

After that the Curriculum Makers capitulated and admitted even to themselves that the whole educational program needed reorganizing with chief consideration being given to Learner accomplishments and current Learner needs, both of which had changed radically while they had been lost in the primitive arts. They started the educational housecleaning by recognizing the unpalatable fact that the hunting economy was soon to exist only in the past tense. Though this was not a sudden development it was sharply dramatized for one eavesdropping Curriculum Maker when he heard the Learner say, in speaking of a big game hunter recently returned with his kill, "My ancestors did that for a living." After the dust from this earthquake had settled, the astounded Curriculum Makers realized the statement did reflect the existing situation and that men whose grandfathers were unacculturated hunters and trappers could be found in skilled trades, professions, businesses, and even the Legislature of the new state. Every town in Alaska could point to individuals and families unobtrusively contributing to the economic and civic life of the community in the same fashion as other good Americans in other states.

In salute to their early colleagues, the present day Curriculum Makers agree the Aleut, Indian and Eskimo peoples have made the swiftest cultural transition in modern history. In the comparatively short time they have been exposed to formal learning, their achievements as individuals have forced the educational goals to a higher level for each new group of enrollees.

Added to the increasingly obvious potential of the Native learner, the swooping approach of automation and the urgent need of a new state for educated, trained, sustaining citizens has placed an obligation upon the Curriculum Makers to provide an opportunity for each student to achieve to the utmost limits of his ability. All will not enter college, training school or business college. But the curriculum must be so planned and the day to day classroom program so conducted that each student will work on the assumption that it is his responsibility to continue in school until he has achieved social and economic competency. The current demands of society and the needs of the new state have raised this to a minimum of high school graduation plus specialized training in some trade or profession. Anything less than this relegates the Learner to the live-off-the-land economy, which soon could descend to living-off-a-welfare-check.

FEDERAL PROGRAM OBJECTIVES

The Federal Government, through the Bureau of Indian Affairs, has obligated itself to provide these educational opportunities to all interested students of one-quarter or more Indian, Eskimo or Aleut blood. To accomplish this the following primary objectives have been set:

1. To teach students through their own participation in school activities, democratic government and community associations to become constructive citizens of their communities, the State and the Nation.

2. To aid students in analyzing the economic resources of their community and in planning more effective ways of utilizing these resources for the improvement of standards of living.
3. To develop better health habits, improved sanitation, and higher standards of diet with a view to prevention of tuberculosis, infant and other diseases.
4. To give students an understanding of the social and economic world at large as related to their present and future environments to the end that they may more successfully achieve mastery over the conditions under which they may live either at home or in urban centers.
5. To afford high school students preparing for urban employment the choice of suitable vocations, the development of qualitative and quantitative skills and the acquisition of such related knowledge as may be needed to earn a livelihood under competitive conditions.
6. To offer qualified students college preparatory training, meeting standards required for college entrance.
7. To give students opportunity for physical, mental and moral growth through activities involving the intermingling of racial groups to the end that they may be enabled more successfully to meet competition in the world about them.

8. To serve as a community center in meeting the social and economic needs of the community.
9. To teach intelligent conservation of natural resources through actual demonstration.
10. To give students an understanding and appreciation of the cultural and economic contribution their own people have made to the State of Alaska.

B. Curriculum Planning

1. CURRICULUM GUIDES

Since it is the purpose of Bureau of Indian Affairs Schools to meet state accreditation standards, and at the same time offer a specialized program to meet special needs, two sets of curriculum guides are used by Bureau teachers. The course of study currently used in the particular state in which the Bureau school is located and the curriculum guides developed by Indian Service teachers for Bureau of Indian Affairs schools should be in each teacher's desk for constant reference.

Your station should have the Elementary Course of Study Series published by the State Department of Education and consisting of:

- Bulletin 1 -- Primary Grades 1954
- Bulletin 2 -- Intermediate Grades
- Bulletin 3 -- Upper Grades

and Minimum Essential Goals for Indian Schools 1953:

1. Beginner Levels, One and Two
2. Levels Three and Four
3. Levels Five and Six
4. Level Seven
5. Level Eight

Curriculum bulletins in which you will find suggestions for conducting a school and community program are:

Reports of Mt. Edgecumbe In-Service Summer Workshops of 1956 and 1958

Curriculum Adaptations

Instructional Aid Conference - 1956

Principals' Conference - 1954

Bethel Instructional Aid Conference Report 1954

Guidance

A Program of Education for Alaska Natives,
by Charles K. Ray - 1958

Many others are listed in the bibliography contained in EDUCATION IN NORTHWEST ALASKA by Warren I. Tiffany, published 1958.

If you find any of these bulletins missing from your files, please notify the Area Office immediately and you will be supplied with copies as soon as possible.



2. FACTORS IN CURRICULUM ADJUSTMENTS

1. Cultural traits of Native children which may affect classroom situation:

Native children:

Are taught by parents to speak in low tones which are often inaudible when reciting in classroom.

Teachers should strive to show them that while this is a very commendable custom in social situations, in the classroom where we wish to be heard by many people, it is better to speak in tones easily understood by the whole group.

Will seldom indicate they do not understand concepts being presented or even direct instructions.

Their silence often deceives the inexperienced teacher. It is well to check understanding through "telling back" or demonstration.

Seldom volunteer information.

A direct question is required to elicit a definite response. It is well for the teacher to understand that a question formed in the negative will invariably be answered by "yes".

Strive to keep all members of their group on the same level.

Group praise, when deserved, is effective in encouraging better work. Praise of an individual is best used very discreetly, as it tends to make the student an object of bitter jealousy.

Are reluctant to assume leadership.

Prominence invites disparagement from other students.

Have no sense of time.

May appear at school at 6:00 a.m. or 10:00. When temperatures drop below zero the tardy child is often telling the truth

when he says "clock stop". Frozen oil probably clogged it. At 8:30 or one-half hour before school time, a warning bell rung long and loudly is helpful to those within hearing distance

Place great importance upon "saving face."

Reference has been made to this characteristic in another part of this handbook. The wise teacher administers discipline in private and avoids open conflict with student

Are not, as a rule, disciplined at home.

Are very "heedless" in school but seldom willfully disobedient

They respect a firm teacher. A teacher who displays frequent irritation suffers a loss of face with them.

Like simple, uncomplicated games.

Those which require quick oral responses in English are often too difficult for a bilingual child as he first translates mentally in his own language then into English.

Are easily discouraged.

It is important that learnings be sequential and within his ability to achieve. Too many concepts presented at one time are very confusing to the bilingual child.

Are highly sensitive to group opinion.

The wise teacher capitalizes upon this characteristic in establishing and maintaining discipline.

II. Overageness

The village pupil from the non-English speaking background is sometimes one year older than the other pupils at the same achievement level for the reason that the bilingual child spends his beginning year in school learning to speak and understand English. According to the compiled

results of a testing program of several years' duration which was carried out in Federal, private and public schools in the States, the bilingual learner achieves at about the same rate as the non-Native learner until the fifth grade. At this point the linguistically handicapped learner begins to show a lag which increases with each grade until he may be one and one-half or two years behind the other eighth graders. Educationists believe this is largely due to the abstract character of the learnings at upper grade levels. Learnings at primary levels are more concrete and more easily presented through dramatizations, auditory visual aids, etc. Concentration should be expended on making abstract words and abstract concepts more meaningful through dramatizations and through the use of many visual aids.



III. Grouping

Ability and achievement levels among bilingual pupils do not correspond to age levels as closely as among other pupils. New teachers sometimes make ludicrous mistakes in grouping; for this reason it is important that the Cumulative Record Folders for each child be studied before school opens. These folders should be in the school files.

Within these folders you should also find individual achievement tests results. In some cases the testing data will be missing. Perhaps the tests were not available to the teacher, or perhaps the child was absent at the time the tests were given. (When school opens you may find you have several children who have moved from another community. If you find they plan to become permanent pupils in your class, you should request their records be sent from their former school.)

In the absence of adequate records the uninitiated teacher sometimes falls into error, either by:

overestimating the academic level of the pupils on the basis of the number of years they have been enrolled in school,

or by: underestimating the innate ability because of the characteristic shyness of the Native pupils.

It is wise to reserve judgment until the children can demonstrate by actual performance their mastery of previously presented learnings. Following this exploratory period, tentative groupings can be made for a period of remedial teaching which most teachers find should last about six weeks.

An informal reading test described in the bulletin "Curriculum Planning for Cultural Adjustment", pages 28, 29, may be administered to determine reading levels.

In addition to basic skills, this review work should be heavily larded with oral language learnings of the everyday garden variety needed in the school and community. Children who speak the Native language at home forget during the summer much of the English previously learned.

3. BUREAU OF INDIAN AFFAIRS SCHOOL CURRICULUM

It shall be the purpose of Bureau of Indian Affairs schools to achieve the same basic educational objectives as those of the state curricula for public schools in the several states within which they operate. As recognized in these state courses of study, specific programs must be suited to the needs of each particular Area and should be developed by the school personnel of that Area in the light of the general principles set forth in the state course of study and in this handbook. Specific objectives which must be met at various levels of instruction are those which appear in the Minimum Essential Goals for Indian Schools issued by the Central Office. In addition to required goals, approximately half of the school time may be devoted to suggested academic emphasis to be determined in light of local needs. In view of the fact many Alaskan children enter school unable to speak the English language, it will frequently be found that in order to meet this problem

adequately these Minimum Essential Goals differ in grade placement and in sequence of topics from those suggested in public school courses of study. However, it will also be found that the minimum outlines of the state courses are equaled, and in some cases exceeded, by these outlines for Federal school work. In view of the fact that considerable emphasis must be placed upon problems of social adaptation and cultural assimilation, as well as mastery of the English language, it will be seen that the sole use of the typical public school curriculum prepared for English speaking, culturally-adapted white children will not adequately meet the needs of many Alaskan children and must be adjusted accordingly.

USE OF ENGLISH AND NATIVE LANGUAGES

It is self-evident that the first step in any program of instruction must be to develop in the children the ability to speak, understand and think in the English language. Every effort shall be made to provide activities and other forms of encouragement for children to use English in their daily association in the classrooms, and on the playgrounds. However, as language expression is essential to the development of thought, the use of native languages may not be forbidden. In fact, it has been determined experimentally that the use of teacher-interpreters where needed to clarify English meaning in the early grades greatly speeds up the acquisition of English.



READING

Ability to speak and understand a language must precede any effort to read it and, therefore, emphasis on books will in many Indian schools be delayed for at least a year. It should be recognized that talking and reading will both be promoted when the subject matter is related to the immediate environment and experiences of the children. Early reading, therefore, should be developed through experience charts built around contributions from the children which are related to their daily experiences.

HOME LIFE AS BASIS FOR INSTRUCTION

Care should be taken to select reading matter and textbooks covering various elementary subjects studied in which, so far as possible, the content bears some relationship to Alaska life. Instruction in health should be directly related to community sanitation, to sanitation of the home, and to the actual health needs of the individual. Instruction in homemaking should be related to the problems with which the children and their parents are actually confronted in their own homes. Care should be taken that such instruction deals with actualities and their gradual improvement, rather than with standards which are impossible of achievement in view of the economic resources of the people affected.

NATIVE FOODS

One of the high priority projects in self-orientation for the new teacher should be a study of native foods. The edible plants, the game animals, the birds and sea foods are far more important to the health and economic welfare of the people than canned goods purchased at astronomical prices. Good resource material on this subject can be obtained from the following:

University of Alaska Extension Service, College, Alaska

Dr. Christine Heller, Arctic Health Research Center,
Box 960, Anchorage, Alaska

TEACHING MATERIALS

Teachers should develop units of work suited to the needs of their children, select suitable text material from several books and omit unsuitable problems, topics or chapters. It is desirable that classrooms and schools be equipped with a wide variety of reading matter such as books, textbooks, periodicals, pamphlets and newspapers, including visual aids which will make a direct contribution to needed learnings.

a. Books and Magazines. Books and magazines at schools are to be available to the students. Old copies of magazines may be cut up and used to illustrate activities prepared by the children.

b. School Periodicals. The publication by boarding and day schools of mimeographed periodicals containing the work of the students is to be encouraged. The main purpose of such publications should be primarily to stimulate creative expression upon the part of the students and afford students the opportunity to write for their fellows and read what their associates have written. The editing of such publications should, therefore, be sponsored primarily as a student project in written English or social studies. There should be a minimum of adult contribution to such booklets and so far as possible the content should be original and not reprinted from other publications. It should be remembered that school publications represent the school as an indication of what thinking and activities are being carried on. Standards of journalistic make up, intrinsic good taste and material appropriate to the grade levels should be scrupulously observed.

TEACHING AIDS

Effective teaching needs not only an abundant variety of good reading material, but up-to-date maps, globes, charts, well-selected phonograph records, pictures, stereoscopic materials and other visual aids. A careful listing of such material will be found in the Indian Service booklist. A reasonable sum out of each year's budget should be expended upon enrichment with such facilities.

SCHOOL LIBRARIES

Library corners should be a part of every day school classroom. Arrangements should be made for free circulation of reading matter among children, and in community schools, adults should be encouraged to make use of the books and magazines. To facilitate the use of the library arrangements should be made to keep it open and accessible after school hours, or in the evening one or more days a week. While it is important that care be exercised to prevent loss or injury of books, regulations should be reasonable and such as to encourage their use. The Indian Service booklist should be consulted for titles deemed desirable for inclusion in school libraries, but additional books not included in this list may be requested.

HUMANE TREATMENT OF ANIMALS

Opportunity shall be provided for developing experiences in humane treatment of animals of a species common to the particular village.

It is well for the teachers and members of the family, particularly

children, to understand that the sled dog is not a pet. It is a draft animal and necessary to the economy of the village. Most of them are not affectionately disposed toward man. By generally accepted standards, the sled dog leads an existence much worse than the proverbial "dog's life," but before passing judgment on the owner, remember, food for human consumption may be at a premium.



Chaining, which often appears cruel, is necessary and a loose dog is to be avoided. It is dangerous to approach within snapping distance of any sled dog, and the right-of-way is always yielded to dog teams with a margin of safety to spare.

In some areas of Alaska the dogs are infected with worms transmissible to man. Physical contact with dogs, dog harnesses, and even roly-poly puppies, is best avoided except when wearing washable work gloves. This is another reason for boiling water.

The teacher is in a position to initiate a movement to improve the

quality of village dogs and to ease the often miserable circumstances under which they exist, but newcomers to Alaska should collect all available information on the subject before launching a project of this nature. It is suggested that "A Manual for Sled Dog Owners" Bulletin #200, issued by the University of Alaska Extension Service be studied, and that a request for pertinent information be sent to Dr. Robert Rausch, Chief, Zoonotic Disease Section, Arctic Health Research Center, Box 960, Anchorage, Alaska. For closer to home source of advice, consult the local Sanitation Aide.

INSTRUCTION AS TO THE EFFECTS OF ALCOHOL AND NARCOTICS

Instruction as to the effects of alcohol and narcotics in Indian schools is required by the Act of May 29, 1889 (24 Stat. 69) as follows:

"The nature of alcoholic drinks and special instruction as to their effects upon the human system, in connection with the several divisions of the subject of physiology and hygiene, shall be included in the branches of study taught in all Indian schools and in the territories of the United States."

The problems resulting from excessive use of alcohol have lead some Alaskan communities to adopt regulations, through popular vote, which prohibit the transporting of liquor into the village; others make no effort to control the importation of intoxicants. School and community problems flourish in any village which has a freely flowing supply line. The teacher can neither make, nor enforce, laws to remedy such deplorable situations, but public opinion may be influenced through adult education to the point of bringing the village council to take a positive stand.

4. THE TESTING PROGRAM

At intervals a pervasive whispering floats over the tundra to the effect that tests are given to test the teacher. The testing program is one very small facet of evaluation and if it influences teacher efficiency ratings the elements considered are not so much pupil achievement as the interest shown in measuring pupil progress and the positive action taken in adjusting the curriculum to meet the pupil needs revealed in test results. If you will observe "administers standardized and other approved tests" is number 7 of 10 other elements listed in this handbook under Standards of Performance for Classroom Teachers. Be it further observed, results are not mentioned.

It is extremely important that teachers realize caution must be observed in the interpretation of test results. A variation from the national norm is to be expected in children who suffer from linguistic and cultural handicaps. They will understandably fall below the standard set for students whose linguistic and experiential background is typically American. This in no way indicates inferior mental powers or inability to make the usual progress in a given period of schooling. Obviously, the chief value of achievement testing is that it provides the teacher the information concerning pupil progress he must have to evaluate the effectiveness of his educational program. Disinterest in identifying strengths and weaknesses reveals an ostrich-like impulse to bury the head in the sand. Who wants to be an ostrich in the Arctic where there is only snow in which to hide from the facts?

A committee has been appointed to plan a testing program for the day schools. Their recommendations will not be made in time for inclusion in this bulletin, but detailed instructions should reach teachers before the opening of the 1959 school session.

C. School Management

1. SETTING THE STAGE

Your classroom is your stage. In it may be seen the reflection of your philosophy of living and teaching. When the curtain rises on the opening day of school the scene children look upon will become an inseparable part of all the other learnings you may teach them; perhaps the best remembered. Attention to many details is necessary to the creation of a setting worthy of you as a teacher. For this reason it is imperative that you arrive at your station not less than ten days before the scheduled opening date of the session.

If you are fortunate enough to have modern school facilities your problems in arranging an attractive environment for learning will be relatively simple. An elderly building presents a challenge, but refinished, waxed floors, polished desks, clean windows and woodwork can give a basic face lifting to even an old slattern. After that, an orderly arrangement of supplies, an eye-catching display of a few favorite library books, a bit of foliage from the tundra, or other objects of interest from the natural environment, an arresting

display for the bulletin board can give the enrolling pupils a glimpse into an enticing and stimulating future.

Once you have your immediate environment under control it will be a pleasure to sit down in your classroom and become acquainted with your future pupils through the census, and achievement

records--health records, too, if they are available. Tentative class grouping can be worked out, detailed plans for the first day of school can be made; broad objectives for the year outlined and the sequence of learnings firmly arranged in your mind. While doing this, some get-acquainted sessions with the Minimum Essential Goals for all levels shown in the school records are a must.

A study of your predecessor's records to find out all routine procedures and extra-curricular phases of the school program will prove helpful. Knowledge of routines previously established will help you avoid the confusion which results when pupils with a limited knowledge of English are suddenly



confronted with a new pattern for carrying on familiar activities.

All the background information on the school, the economic structure of the village and its historical beginnings which you can collect will be useful to you in your curriculum planning. Much of the information can be gained through reading the files. Your best source of information-the people themselves-will probably be available to you only after a rather lengthy acquaintance. Mutual understanding must precede the exchange of tribal information.

You may wish to have the mothers bring the beginners to school for enrollment purposes before the formal opening. This will give you a chance to become acquainted with the mothers, and the children a chance to become acquainted with their new environment under the reassuring eye of the parent. If what they see during this short visit appears pleasing and intriguing, much of the wailing pandemonium which characterizes some beginner's first week at school can be avoided.

Even though many of your plans may later be altered or even discarded the preparations made during this week will get your school program off to an exhilarated start which will continue to pay dividends in pupil interest and enthusiasm throughout the year.

Principals and principal teachers of multi-teacher schools will plan pre-school workshops of at least one week's duration for the purpose of orientation and curriculum planning.

2. OPENING DATE AND LENGTH OF SCHOOL TERM

A B.I.A. school term is 180 days, exclusive of legal holidays. There will be no general exceptions granted, and only under unusual emergency conditions and with the express knowledge and approval of the Juneau Office will permission be given for a shortened term. Principals and Principal-teachers will be held professionally responsible for its accomplishment.

LEGAL HOLIDAYS

Labor Day (First Monday in September)

Veteran's Day (November 11)

Thanksgiving Day (Fourth Thursday in November)

Christmas Day (December 25)

New Year's Day (January 1)

Washington's Birthday (February 22)

Memorial Day (May 30)

Independence Day (July 4)

When the holiday falls on a Saturday, it is lost as a holiday. When the holiday falls on a Sunday, the following day is taken as the legal holiday.

School shall not be held on Saturday, Sunday, and legal holidays, and such days shall be officially observed on the monthly calendar day they appear, or unless otherwise designated by executive order.

Religious Holidays: Following the official starting date of the school year, school sessions shall continue uninterrupted until the official school

year is accomplished. Special occasions such as Christmas week, religious festivities, or other traditional village holidays of extreme local importance may be observed by dismissal of school when the principal or principal-teacher has requested and received permission from the Juneau Area Office through the Area Field Office well in advance of such occasions. A detailed description of the nature of the unusual occasion should be submitted. Such days officially observed as special holidays cannot be counted toward the accomplishment of an official school term (180 days). Annual leave may be chargeable to employees, unless otherwise directed, to cover such non-school periods.

Emergencies: During the official school term it will not be the policy to grant annual leave to Education personnel engaged in classroom instruction (including General Assistants) or supervision unless some unusual emergency condition exists. If however, such conditions are determined to exist, the administrator in charge will seek permission in advance from his Area Field Office for closing of school or his official absence from duty. In cases of sudden or extreme emergencies the teacher may exercise independent judgment in such matters notifying the Area Field Office for closing of school or his official absence from duty as early as conditions and communications will permit. .

Personnel will not depart from headquarters during the official daily tour of duty except for emergencies or by permission from the Area Field

Representative.

The School Day: According to Alaska State school law, school hours for the pupil, exclusive of the noon hour, are as follows:

4-1/2 hours for grades Beginners, 1 and 2

5 hours for grade 3

6 hours for grades 4 through 8

Opening Date of School: All day schools shall be officially opened not later than the Tuesday following Labor Day. In many cases local conditions may warrant the opening of school at an earlier date, i.e. even as early as sometime in August. Prior permission should be obtained from the Area Field Office.

NOTE: The form for Initial School Program Data is due in the Juneau Area Office immediately following the second week of school. THIS IS VITAL INFORMATION.

3. ATTENDANCE, ENROLLMENT, EXPULSION AND CORPORAL PUNISHMENT

Compulsory Attendance: The Alaska State School Code provides for compulsory school attendance for all children between ages of seven and sixteen. Experience has shown that the most effective enforcement of compulsory education is that which is secured by local authority. The aid of the Village Council should be enlisted in cases of violation. Often a word to the Village Chief suffices.

Enrollment Policies:

(1) Any child who will have reached his sixth birthday by January, following the opening date of school, is eligible for enrollment in a B.I.A. school providing he is of one-quarter or more Native blood and in good health. Birth certificates or medical records should be consulted to determine age. Seemingly immature or physically underdeveloped children should not be accepted until examined by a medical officer and certified by him as being capable of carrying on the activities of a six-year-old.

(2) One-teacher day schools with an average daily attendance of thirty (30) pupils or less will offer and provide class work for grades one through eight. Exceptions to this should be called to the attention of the Juneau Area Office without delay.

(3) Permission to enroll any non-Native child in a BIA school must be secured from the Juneau Area Office. Submit a detailed account of the circumstances. This regulation applies to the children of the teachers as well as of other residents of the community.

(4) Students, who complete the eighth grade and who by qualification, interest and desire are eligible, may make application for boarding school enrollment at Mt. Edgecumbe. Teachers should encourage and recommend students for secondary training.

Expelling or Dismissal of School Children Prohibited:

No child is to be dismissed or expelled from school for any reason.

This is in accordance with the following from the BIA Manual:

62 IAM 7.702.05: "Dismissals. Pupils may not be dismissed from school for any cause, nor refused re-admission to Federal schools, without a statement of intention being furnished the Reservation Superintendent from whose jurisdiction they come, the parents of the children, and the home Area Office, together with a request to the home Area Office that other arrangements be made to insure educational facilities to such students. It shall be the duty of the Area Educationist to make satisfactory arrangements for the child."

Corporal or Degrading Punishments Prohibited:

62 IAM 9.903: "Corporal or Degrading Punishments Prohibited. The principal or teacher who can anticipate pupil reactions and forestall difficulties is in a far stronger position than the one who attempts to punish delinquency after it has occurred. This emphasis on constructive discipline is made because corporal punishment of all kinds, and solitary confinement, or anything which smacks of imprisonment or punishment calculated to bring

shame and humiliation upon pupils, is prohibited and may be made the basis for charges with a view to possible dismissal."

4. SAMPLE DAILY PROGRAMS

These are suggested programs only. Teachers will wish to plan to meet the needs of the local situation.

It is strongly recommended that the lunch hour be scheduled within the regular school day so that it can be used as a vehicle for teaching.

Suggested learnings are listed in the schedule on pages 98 and 99.

DAILY SCHEDULES MUST BE POSTED IN EACH CLASSROOM



I. SAMPLE PROGRAM FOR PRIMARY CLASSROOM

Time	Min.	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	10 20 60	Opening Exercises Sharing Experiences	Planning the Morning Language Arts	Phonics		
10:30-10:40	10	RECESS				
10:40	35	Language Arts Spelling and Penmanship				
11:15	45	Supervised Lunch Oral English Manners Health Concepts	and Suggested Correlated Learnings Experience Reading Arithmetic and Numbers Good Housekeeping		Music Appreciation through recordings Storytelling Citizenship	
12:00-1:00	60	NOON				
1:00	15	Stories and Poems	Choral Speech	Music Appreciation	Rhythms	Stories and Poems
1:15	10	Planning the Afternoon				
1:25	50	Language Arts and Social Studies	Correlated Learnings Science and Nature Study	Health and Safety	Social Studies	Art
2:15-2:25	10	RECESS				
2:25	25	Numbers and Arithmetic				
2:50	10	Daily Evaluation of Accomplishments				
3:00		DISMISSAL				

II. SAMPLE PROGRAM FOR ONE ROOM OR UPPER GRADE SITUATION

Time	Min.	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	10 10	Opening Exercises Sharing Experiences and Planning for the Morning				
	70	Language Arts Basic Reading - Phonics				
10:30-10:40		RECESS				
10:40	35	Language Arts Language - Spelling - Writing				
11:15	45	Supervised Lunch and Correlated Learnings Menu Planning, Arithmetic, Oral English, Elementary Cooking Music Appreciation, Good Housekeeping, etc.			Health (Sanitation (Nutrition	
12:00-1:00		NOON				
1:00	15	Stories and Poems	Music Appreciation	Choral Speech	Stories	Music
	5	Planning the Afternoon				
	60	Arithmetic				
2:20-2:30	10	RECESS				
2:30	50	Geography	Social Studies Geography	History	History	Art
3:20	30	Science	Science	Health and Safety	Health and Safety	
3:50	10	Evaluation and Clean Up				
4:00		DISMISSAL				

5. SPLIT SESSIONS

Thirty children per classroom is the recognized teaching load under Bureau policy. In several villages rapid population expansion has increased school enrollment figures far in excess of this number. A construction program is planned which will eventually provide facilities adequate to meet the demands. Budgetary limitations necessarily restrict the number of schools which can be built each year, consequently some overcrowded situations will not be eliminated in the near future.

Obviously, since the purpose of the school is to serve the needs of all school age children in the district, plans must be devised whereby each child can have the advantages of schooling. The split session may be resorted to under conditions which render alternate plans infeasible. In such instances a detailed evaluation of the situation should be sent to the Area Field Representative and approval obtained from the Area Office before the split session plan can be put into effect. The teacher should make every effort to offset the ill effects of half day sessions through careful planning.

Provisions can be made which will extend school guidance to all children during most of the school day and still permit the teacher to devote full attention to a particular group while free from the distractions of overwhelming numbers. Some teachers have achieved a measure of success with group activities supervised by older pupils or adult community leaders. Some

educative experiences for middle and upper grade students which lend themselves to this type of program are:

Scouting program
Directed recreation
4-H Club activities

Directed Library reading
Arts and Crafts activities

Smaller children could engage in directed play activities such as paper crafts, dramatization of real life situations (arrival of mail, store-keeping, play school, etc.) and activities which involve the use of English and other basic academic skills. Teacher-prepared devices for vocabulary building and number work can be used to good advantage.

If classroom space permits, a schedule can be arranged which provides morning study periods for upper grade students while younger pupils are reciting. The afternoon session may then be devoted to instruction for the middle and upper grades while primary pupils engage in teacher planned activities under the supervision of a volunteer helper. Caution should be observed in the matter of soliciting help, either from an older student or an obliging adult. No one student should be permitted to spend time needed either for study or instruction assisting the teacher. The rotation of classroom responsibilities will permit several dependable pupils to share in this privilege. If village helpers volunteer, an understanding should be reached before a plan of action is adopted. Every resident of the village should be well aware of the fact that assistance is accepted on a strictly gratuitous basis and no pay can be expected.

6. SCHOOL RECORDS WHICH SHOULD BE KEPT CURRENT

Plan Book
School Register
Cumulative Folders
Permanent School Census Cards

For pupil and teacher information there should be on display in each classroom:

A pupil weight chart
Daily schedule
Calendar
Small Flag

Planning:

A plan book is furnished each teacher. These plans should show the goals for each lesson, methods in brief and page assignments. Remember, lesson plans have a three-fold value: As a reminder to the teacher, as a guide when planning the next year's program, and as a guide to a replacement teacher.

Pupil Progress Reports and Cumulative Achievement Records:

Your opinions on this controversial subject may be tinged with violence ranging in intensity from pale pink to deep purple, but as a professional teacher you will agree that every student has a right to be kept informed of his social and academic progress, and that every parent has the right to routinely issued information on the same subject. In conformance with this philosophy, teachers in the Alaska Branch of the Bureau of Indian Affairs Schools are required to issue pupil progress reports quarterly.

Schools located in non-English speaking communities have particular reason for developing pupil progress report forms suited to their special needs. A committee has been appointed to develop forms for use in the elementary schools. Their recommendations which are being based upon extensive research and suggestions from teachers and parents will not be available in time for inclusion in this handbook, but the new report card forms with instructions for use should reach the schools before September 1959.

The importance of keeping cumulative achievement records up to date can not be over emphasized. Individual folders should contain, in addition to requested data, the profile sheets from standardized tests, a short, dated paragraph of anecdotal information and enough dated examples of written work to show the amount of progress made by the student while in your school.

If a pupil transfers the cumulative folder should be mailed to the principal of the receiving school. If a pupil enters the hospital for a prolonged stay the folder must be mailed to the hospital school.

This record is a valuable document second in importance only to a birth certificate and no circumstance, other than flood or fire, can be accepted as legitimate reason for loss. If the cumulative achievement folder of a pupil transferring to your school does not arrive shortly after his enrollment, write to his former principal requesting immediate transmittal. If this fails to get results, enlist the aid of your Area Field Office.

7. THE HOT LUNCH PROGRAM

In recognition of the dietary needs of children, most of our schools provide a supplemental feeding program. In the fall when food is plentiful this often consists of milk, or juice and crackers, but the program varies from school to school, according to the needs and to available facilities. Practically all villages enjoy a season of plenty and suffer through a season of want. Usually the alert teacher will notice signs of malnutrition (listlessness, loss of weight, susceptibility to skin ailments, etc.) becoming increasingly apparent in December and continuing on through the spring. During these months in most of our schools a hot dish and vitamins are added to the milk supplement.

This hot dish may consist of one of the following foods: cereal, cooked fruit, stew, soup, beans, a casserole dish, or canned meats and vegetables with bread or crackers.

Some teachers prefer to serve an 8:30 breakfast on the premise that the children show increased vigor throughout the day. Other teachers find it is more convenient to serve a lunch.

In some villages the Mothers' Club or P.T.A. are happy to assist with cooking and serving. In these situations the teacher has a fine opportunity



to incorporate some adult education in the school program through the planning of menus, the teaching of proper handling and serving of food, etc. In other schools, the children take turns assisting, often in connection with 4-H programs. This is commendable as long as repetitious chores are not permitted to interfere with required academic learnings.

The lunch program is in itself the finest of teaching vehicles, and teachers are strongly urged to use it as such. Suggested correlated learnings are included in the sample daily schedule, but the inventive teacher will find the child can be motivated, through the enjoyment of eating, to master other concepts.

The foods which have been requisitioned by your immediate predecessor will determine the character of your hot lunch program for the first year at your station. If you find the food on hand inadequate to meet the estimated needs, consult with your Area Field Representative.

8. MOVIES AND VISUAL AIDS

A library of visual aids is maintained at each Field Office. These are available to teachers upon request. For maximum benefit, each movie should be correlated with related subject matter being studied at the time of showing. Previewing by the teacher with proper presentation and evaluation and follow-up discussion is essential to good teaching practices.

In many communities it has been customary to rent commercial

movies from Anchorage distributors for purposes of community entertainment. Lacking other facilities, these movies are usually shown in the school building and therefore under the supervision of the teacher. An activity of this nature has certain values in adult education, if not overdone, but since an admission fee must be charged to cover rental costs there are certain regulations relative to the collection of money which must be observed. We suggest that before starting this project in the fall the new teacher write to the Area Field Office for permission and clarification.

Excellent health films may be obtained from the Alaska Department of Health. Consult your files for information contained in the catalogue "Health Films." If you fail to find this catalogue write to:

Alaska Department of Health
Division of Health Education
Alaska Office Building
Juneau, Alaska

9. THE FLAG

"I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation, under God, indivisible, with liberty and justice for all."

It is required that a flagstaff be located at each B.I.A. school. In suitable weather the flag must be raised each morning and taken down at sunset.

A flag that is tattered and worn should be burned. If there is none at the station to replace it, the Area Field Office should be informed. The flag salute and flag courtesy should be taught.

Section 802, Chapter 8, Part II, Volume VI is quoted from the Bureau of Indian Affairs Manual:

"There shall be a flagstaff at each school and in suitable weather the flag of the United States shall be raised each morning and taken down at sunset."

A circular letter from the Juneau Office further states: "Since the above quoted requirement is not clearly applicable to Alaskan stations, particularly those located in the extreme northern areas, it is desired that the flag of the United States be properly displayed each day in suitable weather during the duty hours, which are from 8 a.m. to 5 p.m."

10. GRADUATION EXERCISES

Appreciation for achievement should be shown through simple graduation exercises even though there may be only one eighth grade graduate. Dramatizing the importance of learning encourages village support of the school program and increased effort on the part of younger children.

It should be emphasized that eighth grade graduation is merely the commencement of education for an independent, valuable and productive citizen who expects to assume a responsible role in his state. The next step is high school.

11. THE TEACHER

a. Professional Attributes

At the In-Service training sessions the new teachers and those who are sourdoughs ("they who have seen the fall ice come and the spring ice go") meet one another and a certain amount of the inevitable "sizing up" of new hands by the tried-and-true practiced performers ensues. Soon the question is asked of the experienced teacher, "Which is the best station? Have I pulled a good one or a lemon?"

Particularly in Alaska the aphorism that the job is only as good as the person who has it was never more just. Poor teachers will ruin a "good station"; superior personnel going to an unlikely village that has been seriously deficient in a number of ways will turn out a performance--and a product--that exemplifies the energy, the vision, the innate good sense and good will that resides only in themselves.

What makes a good Alaskan employee? Precisely those qualities that make a good teacher the world over. There has to be, first, a certain trust in human nature, a willingness to concede that humanity has its faults, but, all in all, isn't it wonderful! All people are quick to sense whether or not a teacher really likes them, wants them for his friend, is willing to give a good deal of himself to make a success of things.

Training, of course, and intelligence are requisites for which there is no substitute, but like the hero who fought on the darkling plain, a good

man can make a modest endowment go a long way with devotion to an ideal and a constitutional fearlessness to tackle a job.

We tend to get away from the old honest words that describe a good man - personal integrity, sound judgement, self-discipline, good taste, responsibility. These qualities that we all revere are frequently lost in the flashy adjectives of quick, easy success. There is nothing quick and easy about life in an Alaskan village. A village slows all of us down to a long, slow pull that is one of the best character-revealers still around in this life. The "flash in the pan", the "once over lightly," the "easy come, easy go" individual does not last. He is too shallow, too artificial for the demands that steadily require him to stand and deliver the worth that is in him. His appearance begins to go first. He forgets to shave more and more often, his hair knows not the barber's shears, nor his trousers and shirt the ironing board (or, heaven help us, the wash tub). Presently the school bell does not ring quite on time in the mornings, and the recesses seem to be more and more protracted. The old-timers note these signs of weakness; they nod among themselves: "Looks like our seven-day wonder is going to seed." They've seen it before and recognize the signs: the slackness, the slovenliness, the lack of purpose, the evidence of the no-self-starter.

The employee everyone is looking for lives as he would anywhere in the world. His hours are regular, his habits are predictable, he is as busy as a cranberry merchant at turkey-time. For him the strange country

is a challenge: he reads everything he can get his hands on to catch up on all this information he somehow lost out on. You can set your clock by the school bell. The children are stimulated and eager and are almost at once doing all kinds of things: making shell collections for the new School Museum; collecting village news for the School Paper; practicing making a bandage for the First Aid course; cataloguing the books for the School Library; making a menu for the School Lunch. As fast as they can follow, the teacher throws them new ideas, new perspectives, new ambitions, so that the meaning, the REASON for education comes alive and becomes a part of their life, their living. He himself is constantly learning, studying, curious about things of which he had previously no knowledge. Yet he is never too busy to stop, to sit down, to help, or just to become acquainted.

He is concerned about his abilities; he is constantly improving his methods and techniques--if one doesn't work, he tries another. He uses the Area Field Office as a source of information: he knows the personnel there as guides, philosophers and friends, and he is not afraid to ask advice on occasion.

He keeps a good house: if his wife is working too he becomes well-acquainted with the business end of a mop and can meet any man on his own ground at a cook-out. (You can tell a real Alaskan in this way if by no other!) He dresses to suit the country, warmly and well, but he always looks trim and neat. He is, in a word, professional.

b. Standards of Performance by Classroom Teachers

Upon arriving at your station you should be in possession of your position description, and that of any other employees under your supervision. This "job sheet" should be carefully read so that you understand the ramifications of your duties and will know what is expected of you. For description of duties performed by laborers, janitors and maintenance men see pages 9 and 10, Chapter 13, Part II of the Field Manual.

Placement follow-up evaluations by supervisors are made periodically at about three month intervals during the one-year probationary period of new employees. Thereafter an annual performance evaluation is made as of March 31. See Chapter 6, Part II of the Field Manual.

NOTE: There is a probationary period of one year for new employees, after which, provided the work performance is satisfactory, status becomes permanent. Each year's performance is evaluated and must reach a satisfactory standard for retention.

The following pages list the standards of performance for teachers.



STANDARDS OF PERFORMANCE FOR CLASSROOM TEACHERS

TASK

1. Organizes class into groups according to pupils' accomplishments and abilities regardless of group level.

2. Writes work plans.

3. Prepares materials to make teaching effective.

STANDARDS

1. Within one week after school begins has tentative working groups.

2. By end of six weeks period class should be organized into groups and working effectively.

3. Reviews organization at least once a month and makes adjustments as necessary.

4. Utilizes (effectively) all available resources in determining to what group a child belongs: achievement tests, cumulative records, consultations with supervisors and past teachers.

1. Prepares weekly plans with enough detail to enable a substitute to carry on work with a minimum of interruption.

2. Plans should be flexible enough to allow for immediate interests and needs of children.

1. Before lesson or unit is taught--during planning stage--plans what materials are needed. Has materials on hand when lesson is presented.

2. Collects supplies, pictures, etc., prepares charts, previews films, etc., for use. Selects books, text and reference, to cover subject on different achievement levels.

3. This should be done in such a manner that at least all minimum essential goals for that level should be accomplished at end of year. Minimum essential chart will be one means of determining effectiveness of teaching.

4. Evaluates work of pupils.

1. Constant anecdotal records kept as incidents happen that give insight to pupils' development. Samples of individual pupil's work. Standardized tests, tape recordings, etc.

5. Maintains order in classroom.

1. For the larger percentage of the day, there is evidence of workshop atmosphere in room.

2. Work is planned by pupils and teacher.

3. Behavior and work standard are set by pupil and teacher using minimum essential goals as guidelines.

6. Maintains necessary school records.

1. Keeps reports current. These reports are kept in such a manner that information is easily interpreted and applied as necessary; accuracy, neatness, completeness, promptness in submitting reports.

7. Administers standardized and other approved tests.

1. Within the policies set for the testing program and in the manner prescribed by the administration. In order that test results may be as accurate as possible, directions given in testing manual must be strictly adhered to.

8. Cooperates with other members of staff to integrate teaching program with total school program.

1. Understands and generally practices planning and carrying out a total program for the children. Has an appreciation of other people, teachers, bus drivers, cooks, housekeepers, etc., aims, schedules, problems, etc.

9. Sponsors extra curricular activities.

10. Participates and takes active interest in community affairs.

1. Within the school program which may include some night or weekend activities, the teacher performs these duties in a manner that enriches children's program. This should be done in such a manner that it brings understanding of program to the general public. Shares special talents with children.

1. As occasion demands and without neglecting classroom teaching, cooperates with community in such activities as youth and adult recreational programs, P.T.A., Red Cross drives, etc. This should be done in such a way that mutual understanding is achieved and school and community benefit.



c. In-Service Training

In line with modern administrative policies the Bureau of Indian Affairs provides in-Service training of various types for the benefit of all personnel. It is recognized that continued training is particularly important to an organization as widely dispersed geographically as is ours, and engaged in work of such importance to so many people.

Accordingly, a number of conferences and workshops are held periodically. These include:

- An annual school administrators' conference in Alaska

- A workshop for Alaska field personnel at Mt. Edgecumbe in alternate years

- An annual Bureau-wide administrators' conference at Intermountain School, Brigham City, Utah

- A Bureau-wide educational specialists' conference

Distances, unavailability of housing and budgetary limitations make workshop sessions for classroom teachers particularly difficult in Alaska. Therefore, they cannot be held as frequently as would be desirable. Other types of in-Service training are being provided in the form of professional books, bulletins and as frequent visitations from your Area Field Representatives and Educational Specialists as can be arranged.

Two professional bulletins which you may expect to receive regularly are:

INDIAN EDUCATION from the Central Office, Washington, D. C.

You will find it interesting and very helpful.

HIGHLIGHTS IN EDUCATION from the Branch of Education, Juneau Area Office; of this, we will let you be the judge.

The helpful and pertinent service bulletins of current issue are sent to you as they become available. Professional books available upon request from this office have been mentioned elsewhere in this handbook.

We strive to make in-Service training for our teachers a continuing service.

d. Meet Your Educational Specialist

If you think of supervision as being a close relative of inspection you are not quite as outdated as black cotton stockings, but you most certainly predate flying saucers. The processes of evolution went into high gear some time ago. Entire generations of concepts were bypassed and, with Flash Gordon speed, the supervisor who sat in judgment became the present day educational specialist who offers technical assistance. This metamorphosis represents much more than a frolic with semantics. It signifies the adoption of a new philosophy in regard to teacher-specialist relationship, wherein cooperative thinking and cooperative effort are not only encouraged but expected.

In former times elaborate buzzing systems were first worked out between teachers and sympathetic pilots to warn of impending supervisory visitations. All problems were swept under the desk lest they be thought

the personal invention of the teacher.

Today a spirit of sharing has reversed this attitude. Now, at the first faint whirr of a propeller, problems are brought out and dusted off for mutual teacher-specialist dissection so that a decent respect is evidenced for difficulties on both sides.

It is entirely possible that even this "two heads are better than one" attack will not produce an on the spot solution. Such major problems are made the subject of further research by the specialist. Consultations with associates and other resource persons plus extensive reading bring group effort and thinking to bear upon classroom problems. This type of technical assistance extends the benefits of many hours of research to the teacher who has neither time nor facilities for such study.

The artist and the teacher have much in common. Both are too much a part of their work to be able to judge it objectively. For this reason the wise teacher avails himself of the services of the specialist who is in a position to act as observer and constructive critic. The intensity of personal involvement in this form of in-Service training often results in professional growth far in excess of that represented by the credit hours in education on many college diplomas.

e. Benefits and Privileges

New employees are sometimes not aware that employment with the Government carries with it certain well-defined benefits that accrue progressively through the years. Annual and sick leave are earned at the rate of four hours per pay period (roughly, one day a month) for the first three years of employment, after which annual leave is accrued at the rate of six hours per pay period, or, say, a day and a half a month. As an Area policy, all annual leave is granted to educational personnel in the summer, except in emergencies.

There is no limit to the amount of sick leave that may be accrued and some long time employees of the Service have enough sick leave to assure them full income for the better part of a year if incapacitated for duty, which is about the best insurance anyone can find anywhere.

BIA teachers may be granted thirty days' educational leave each year, or sixty days every two years, for the purpose of attending an accredited university or college of their own choice, provided the courses taken will benefit the educational program of the Service. Requests for such leave should be directed to the Area Office through the Area Field Office and should show the following information: name and address of school to be attended, courses to be pursued, the beginning and ending dates of each course. Educational leave is computed on a working day basis. A statement will be required from applicants for educational leave that they are not seeking

employment elsewhere and expect to return to duty with the Bureau.

Personnel voluntarily leaving the Service during the school year after taking educational leave, and those not making good use of educational leave, may be required to apply such leave to annual leave, leave without pay, or, in extreme cases, to make refund of salary.

At the present time "turnaround leave" is available to employees who have been hired from states other than Alaska: this means that the employee and his dependents may have their fare paid, to and from the place from where they were hired, every two years.

For complete information regarding all types of leave refer to Chapter 9, Part II of the Field Manual.

f. Recommended Reading

After you have been at your station long enough to become acquainted with the characteristic struggle to keep ahead of the clock, you will wonder why this subject was touched upon at all. In February one teacher wrote that he had not had as much as fifteen minutes for reading since his arrival in September. Perhaps these recommendations are included for the guidance of your good intentions. For easy reading and very helpful reference on philosophy, policy and procedures of Indian education we suggest:

EDUCATION FOR ACTION - Willard W. Beatty
EDUCATION FOR CULTURAL CHANGE - Willard W. Beatty
A PROGRAM OF EDUCATION FOR ALASKA NATIVES -
Charles K. Ray

For interesting background information on Alaska history and Native cultural patterns:

ALASKA NATIVES - Anderson and Eels
ARCTIC MOOD - Richards
DAYLIGHT MOON - Forrest
THE ESKIMO - Weyer
THE ESKIMO AND HIS REINDEER IN ALASKA - Andrews
FIFTY YEARS BELOW ZERO - Brower
MY LIFE WITH THE ESKIMOS - Stefansson
THE STATE OF ALASKA - Gruening
THE STORY OF ALASKA - Andrews
THE THLINGET INDIANS - Krause

For current monthly reading the ALASKA SPORTSMAN, a magazine devoted to Alaskan life of current and historical interest, is highly recommended.

For teaching techniques in specific areas of subject matter:

BASAL READING INSTRUCTION - Gerald A. Yoakam
BETTER READERS FOR OUR TIMES - William S. Gray
LEARNING TO READ THROUGH EXPERIENCE - Lamoreaux
and Lee
LIVING IN THE KINDERGARTEN - Willis and Stegeman
LIVING IN THE PRIMARY GRADES - Willis and Stegeman
MODERN SCIENCE TEACHING - Heiss, Osbourn, Hoffman
TEACHING EVERY CHILD TO READ - Hester
TEACHING ARITHMETIC IN THE ELEMENTARY SCHOOL -
Preston
TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL -
Preston

There are, of course, Teacher's Guides which accompany the textbooks. In using these you will find it necessary to adapt suggestions to fit your situation to a greater degree than the authors intended.

If you do not find these books in your station library, they are, with the exception of THE STATE OF ALASKA by Gruening, available upon request from the Juneau Area Office. The bulletin, "Library Books," which should be in your files, lists many other books, pamphlets, and curriculum publications of various states which we will gladly send you for reading between crises.

Bulletins which should be at your station from the Extension Service at the University of Alaska are:

PREPARATION OF ALASKA FOOD PRODUCTS
ARCTIC LIVING

From the Juneau Area Office:

GUIDANCE
CURRICULUM ADAPTATIONS
INSTRUCTIONAL AID SUMMER SESSION REPORT
REPORTS OF MT. EDGE CUMBE SUMMER SESSIONS OF
1956 and 1958

From the Alaska Department of Health:

HEALTH AND FIRST AID GUIDE FOR HOME AND VILLAGE
and other practical suggestions for teaching health to children and adults.



D Widening the Educational Horizon

As you will see after a short period of observation, an isolated Alaskan village offers little or no opportunity for employment. It is an inescapable fact that young people who wish to improve their economic status must seek employment elsewhere. You will hear arguments both pro and con on this subject. There are people who sincerely believe the problems of adjustment to urban living are too numerous and too difficult for the Native peoples and that the good life for them is to be found only in circumstances of isolation. We agree that urban centers claim a high quota of social and economic casualties from among the Indians, Aleuts and Eskimos, but an expanding population is forcing the scale of living in most Alaskan villages downward to below subsistence levels. We can see nothing but a hungry future for those who remain on their ancestral homesites.

Education is virtually becoming a matter of survival. Since it is impractical to establish high schools in small villages, and parents are not always aware of the values of continued schooling, you as the teacher must assume the responsibility, the obligation, of acquainting students with the importance of education to economic competency. Students should never be pressured into leaving their villages but they should be made to understand the urgent necessity of further training and should have every opportunity to learn of the educational advantages they can have for the asking.

1. BOARDING SCHOOLS

a. Mt. Edgecumbe High School



Mt. Edgecumbe, situated on an island a quarter of a mile from Sitka, is a four-year accredited high school which enrolls approximately 650 students of one-quarter or more degree Native blood, from all regions of the state. To be eligible for enrollment, the eighth grade graduate must be a resident of a community where no high school facilities are available, or be in special need of vocational courses not otherwise available, or have social or health problems of such a nature that he will be best served by enrollment at a boarding school. At Mt. Edgecumbe a very limited number of ungraded students, ages 16 to 21 years, have been enrolled for valid reasons.

Principals and principal-teachers are under an obligation to present to students the opportunities open to them so that they may become responsible and productive citizens of the 49th State. Additionally, the principals and principal-teachers should prepare their graduates not only scholastically but emotionally for a boarding school situation. The necessity for certain regulations that will of course seem restrictive to a child coming from a home situation should be made clear. There is the routine of regular early rising and going to bed at a specific time; a certain amount of housekeeping (making the bed, keeping drawers tidy, sweeping, etc.) must be expected; the student will have to keep himself well-groomed and clean; all students have to accommodate themselves to living with seven other students in a section, and these students come from all different localities of Alaska.

As the village school year progresses, some time should be found to acquaint the village children with the fact that there are several different nations of Native people living in Alaska, all of whom have characteristic ways of life and behavior, and that at Mt. Edgecumbe all of these ethnic groups are represented and that in the dormitories an acquaintance with all of them necessarily follows.

It might be well to spend some time on the climate and geography of the Sitka-Mt. Edgecumbe area, and pictures secured of the soaring mountains, the vast Pacific and the tree-covered hills, so they will not seem so strange to the new, young exile from the Arctic. He should also be prepared

for the almost incessant rain, and his parents advised that he needs footgear to protect his feet from the cold rains, because the school buildings are widely scattered and he has a good deal of walking to do in the constant downpour. Girls should have a full-length, warm winter coat, not a jacket, to protect them from the cold, windy, rainy, sleety weather they walk through.

And a mind-set should be induced where the student knows and expects that once at Mt. Edgecumbe, since the Government has paid his way, he must stay all year or his parents will have to pay his way back.

IT IS MOST IMPORTANT THAT THE CHURCH PREFERENCE BE PLAINLY MARKED ON THE APPLICATION. An unusual situation in regards to church affairs obtains in the Sitka-Mt. Edgecumbe area since there are two large boarding schools, Mt. Edgecumbe and Sheldon Jackson, and there are seventeen different denominations represented in Sitka, all interested in the religious welfare of the students.

Not only is Mt. Edgecumbe an accredited high school; it is situated in a college town--Sheldon Jackson is a growing Junior College--with all the many cultural advantages that such a situation implies. There are traveling musical artists who visit the area regularly; there are artistic groups interested in oil painting, ceramics, drama, etc.; there is the healthy intellectual ferment that results when an institution of higher learning is in a community.

At Mt. Edgecumbe itself a planned schedule of recreational activities continues through the year with school plays, school band and chorus concerts,

movies each week, dances once or twice a month, and the dormitories are staffed with personnel with long residence in Alaska, knowledge of the children with whom they deal, and very frequently some experience teaching in remote villages.

The school clinic is open at 7:30 each morning for students and at any time of the day or night when a student becomes ill, there are expert medical and dental facilities not a block away, at no expense to the student.

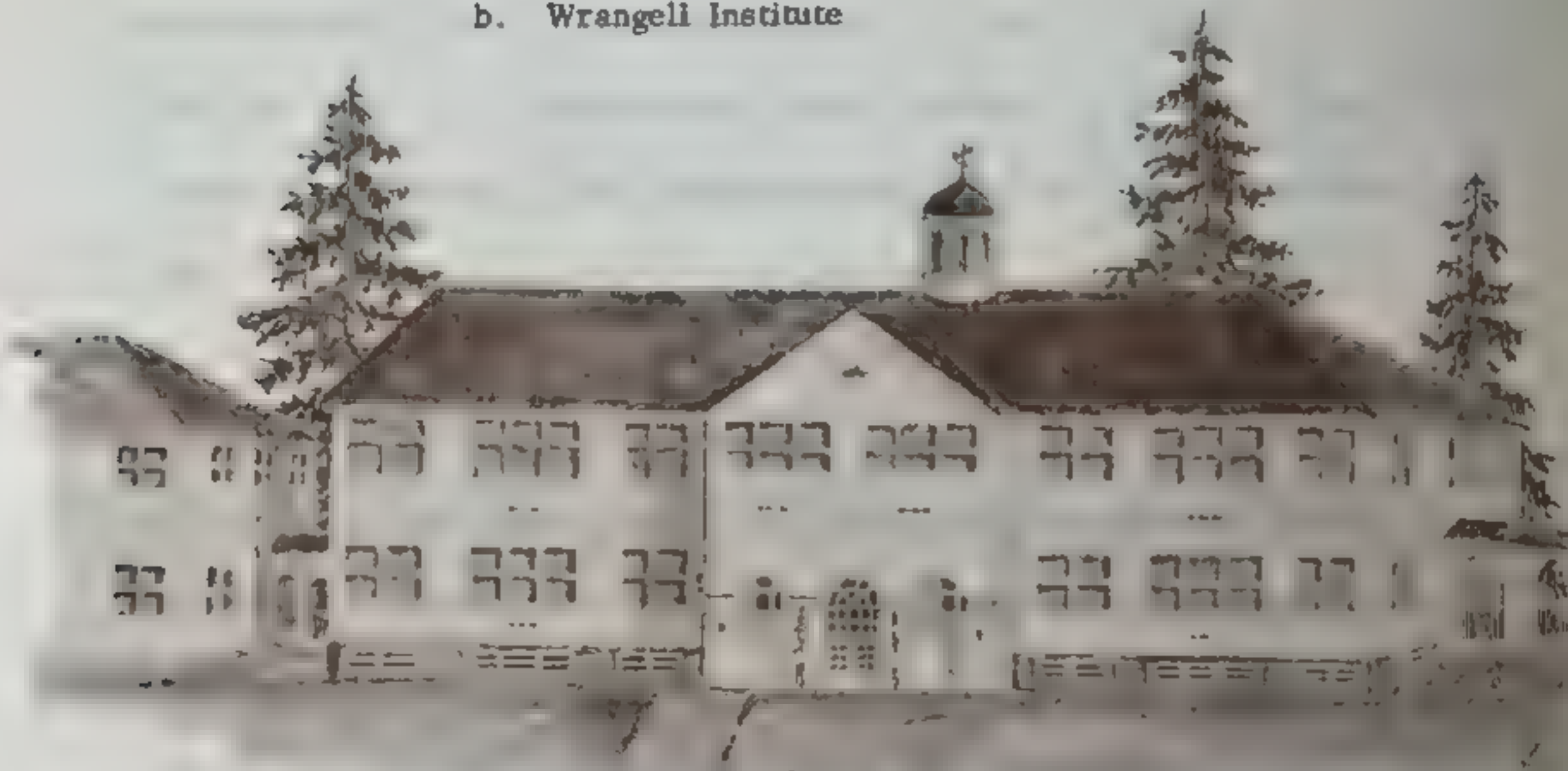
Mt. Edgecumbe offers a fully accredited high school course and a wide variety of exploratory and preliminary courses in vocational training. These include business training, airframes, wood working, metal working, mechanical drawing, beginning motors, gas and diesel mechanics, cooking and carpentry. Applications for admission are made through your district Area Field Representative. Since space is limited you should see that applications for all interested students are in the Area Field Office by the first of March.

Mechanical Dentistry or Dental Assistant Training: Each year a limited number of high school graduates, usually six, are accepted by the Public Health Service as trainees in dental assisting. An arrangement can be made whereby six senior girls, who live in the dormitory, may take the course half-days during their senior year.

Practical Nursing: Boys and girls graduating from Mt. Edgecumbe may apply for entrance to the Public Health School of Practical Nursing at Mt.

Edgecumbe. The course is one year in length. During the training period a stipend of \$30 monthly is accorded the students. Successful graduates who are certificated are immediately placed in hospitals throughout the state at a salary of approximately \$4,000 per annum.

b. Wrangell Institute



Wrangell Institute is an elementary boarding school at Wrangell, Alaska, with an enrollment capacity of 250 children. This school is maintained for the benefit of children from remote areas of Alaska where no elementary school facilities are presently available. Applications for admission are made through your Area Field Representative.

2. EDUCATIONAL GRANTS

The United States, through the Bureau of Indian Affairs, makes available to Indian students annual scholarship grants to be used for necessary expenses in schools of higher learning.

The grants may not be used for expenses in sectarian schools and are available only to students of one-quarter or more degree Indian, Aleut or Eskimo blood. Grants are made on the basis of need and scholastic ability.

These funds are limited and cannot cover all the necessary school expenses of all eligible applicants. They can only supplement students' other funds. Grants average \$250 per student.

a. Working Scholarships

The United States, through the Bureau of Indian Affairs, also provides aid to Indian, Aleut or Eskimo young people in higher education working scholarships in Federal boarding schools located near schools of higher learning. These scholarships permit the students to earn room and board at the boarding school in return for fourteen hours of work per week at the school. Since board and room are usually the most expensive items in attending school away from home, these scholarships lessen the cost of higher education very considerably and are eagerly sought by many applicants. Early application for admission is important. Applications should be made through the Juneau Area Office to the Area office in which the schools offering the program are located. Detailed information will be sent upon request.

3. OTHER EDUCATION SERVICES

a. Haskell Institute

The Bureau of Indian Affairs operates Haskell Institute, Lawrence, Kansas, as a four-year high school with a two-year vocational training program above the high school level. Haskell offers 25 fields in its vocational program. The two year commercial course is outstanding. Haskell has an excellent placement record, having placed 100 percent of its vocational graduates the past several years.

Enrollment for post-high school courses is limited to students who are one-quarter or more degree of Indian, Aleut or Eskimo blood, and who do not have the financial means to obtain this type of training in a private or public school. Students are responsible for their own expenses other than tuition, books, school supplies, board and room. Application must be made through the Juneau Area Office.

b. Relocation Services

The Bureau of Indian Affairs, through the Branch of Relocation Services, is now providing two different kinds of assistance to Natives who are over eighteen years old.

For those who have become dissatisfied with local opportunities, Relocation Services are available to help move to other localities that offer a better future. This assistance is geared to the needs of the applicant who is encouraged to become self-sufficient as soon as possible after the move.

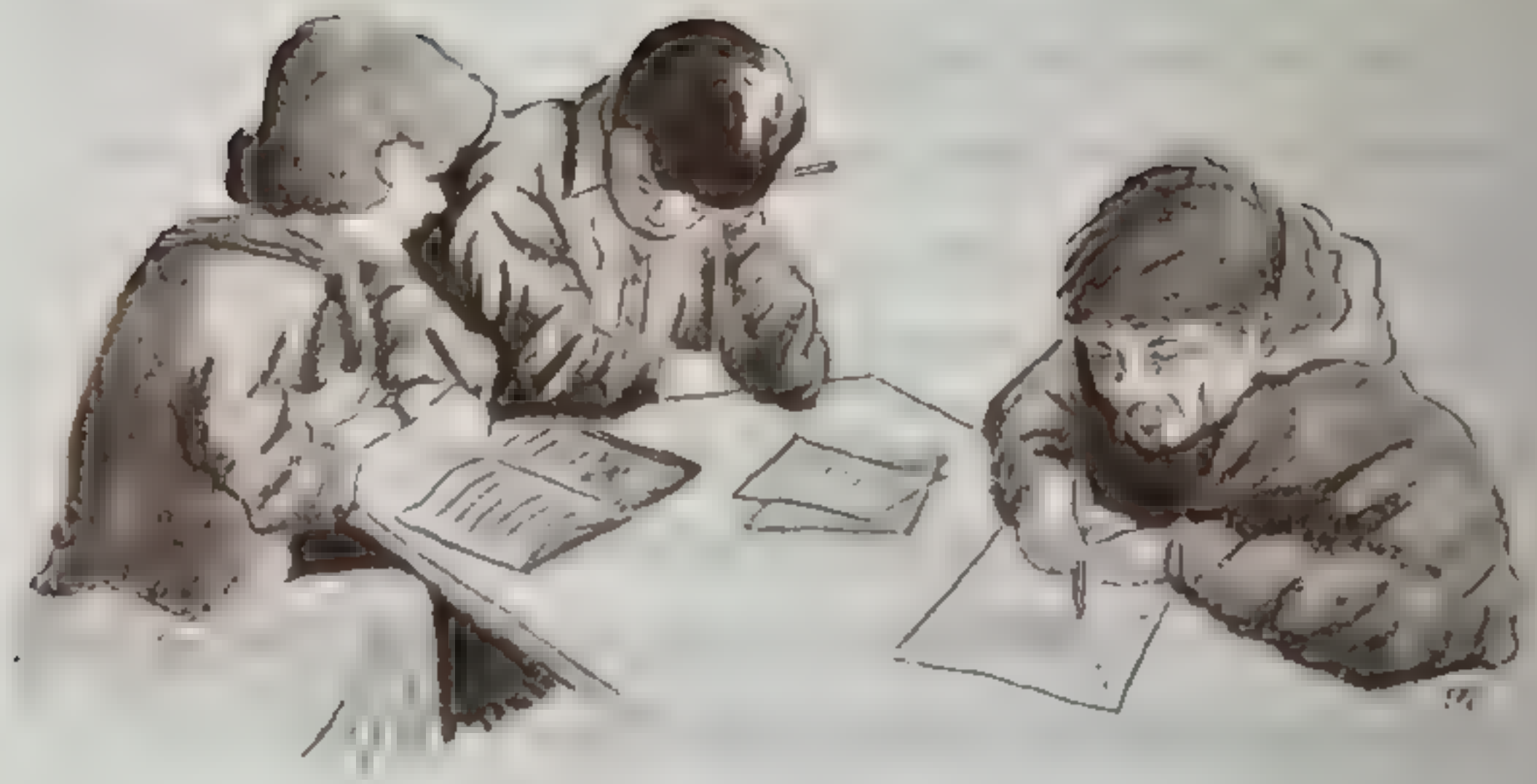
It includes limited financial help and considerable planning and counseling services both before and after the move. Approximately three-fourths of those who have received this service to date have successfully adjusted to new conditions, both in Alaska and destinations in other states.

Young Natives between the ages of 18 and 35, who live on restricted or trust lands, or Federal lands under the jurisdiction of the Department of the Interior, can receive vocational training if needed to secure employment. A wide selection of vocational choices are offered at nationally recognized trade schools in selected stateside cities. Funds for vocational training are limited and applications are taken on a first-come basis by the District Relocation Officers located at Anchorage, Fairbanks and Juneau. Information on specific cases can also be obtained from the District Officers.

Part VIII of the Field Manual covers Relocation Services.

c. Adult Education

Adult Education has been carried on in Alaska since the day the first school was established, in some instances through organized classes, more often through informal instruction to meet a specific need of the moment, and always through the generosity of teachers employed primarily to instruct children. In 1956 the first attempt to establish formal adult education in isolated villages was initiated by the Bureau of Indian Affairs, with literacy for interested people who never had an opportunity to attend school, and home and community improvements as the chief goals. Twelve units are



presently in operation. Student response has been gratifying to an unexpected degree and has amply demonstrated that the program need not be limited by lack of enrollees. If and when appropriated funds earmarked for adult education are increased, new units will be established in other villages where interest has been demonstrated.

d. Educational Services for Physically Handicapped Children

Educational services are extended, through Bureau agreements with special schools in Washington and Oregon, to children certifiable as being legally deaf or blind. Such cases as come to the attention of the teacher should be referred to the Juneau Area Office through the Area Field Representative for further action.

e. Hospital Schools

The Bureau of Indian Affairs maintains educational services for elementary, secondary and adult students in the Mt. Edgecumbe Hospital. Parents should be assured that children who are hospitalized for protracted periods will have every opportunity to maintain normal progress in their school work.

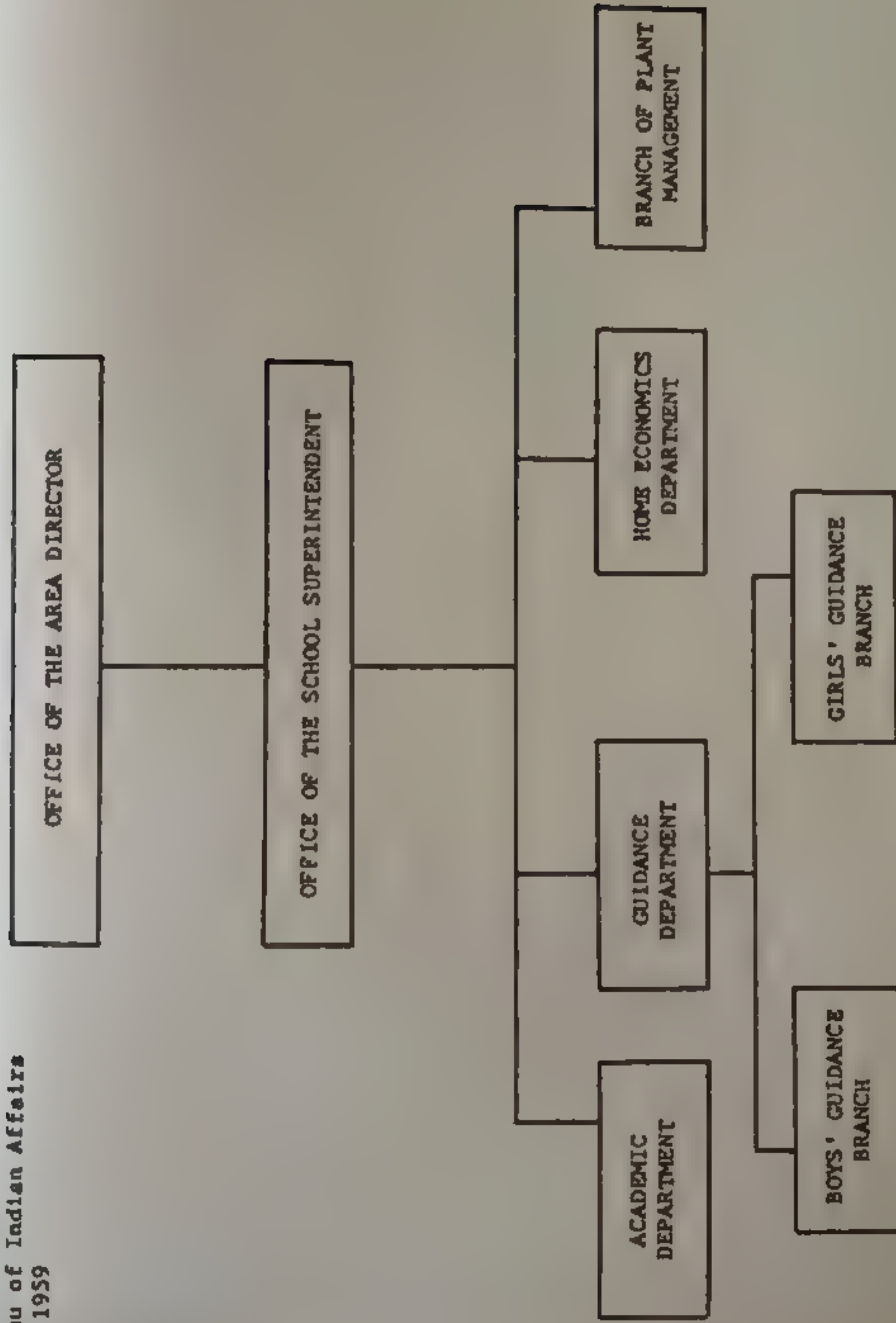
The City of Anchorage school system conducts classes for children of school age hospitalized in the local Alaska Native Health Service Hospital.

Medical personnel will tell you all patients, young and old, keenly feel the absence of communication with their home villages. Letters written by school children serve the double purpose of cheering the patient and educating the student in the art of letter writing. School newspapers are also eagerly read by the patients since they bring fresh news from home.

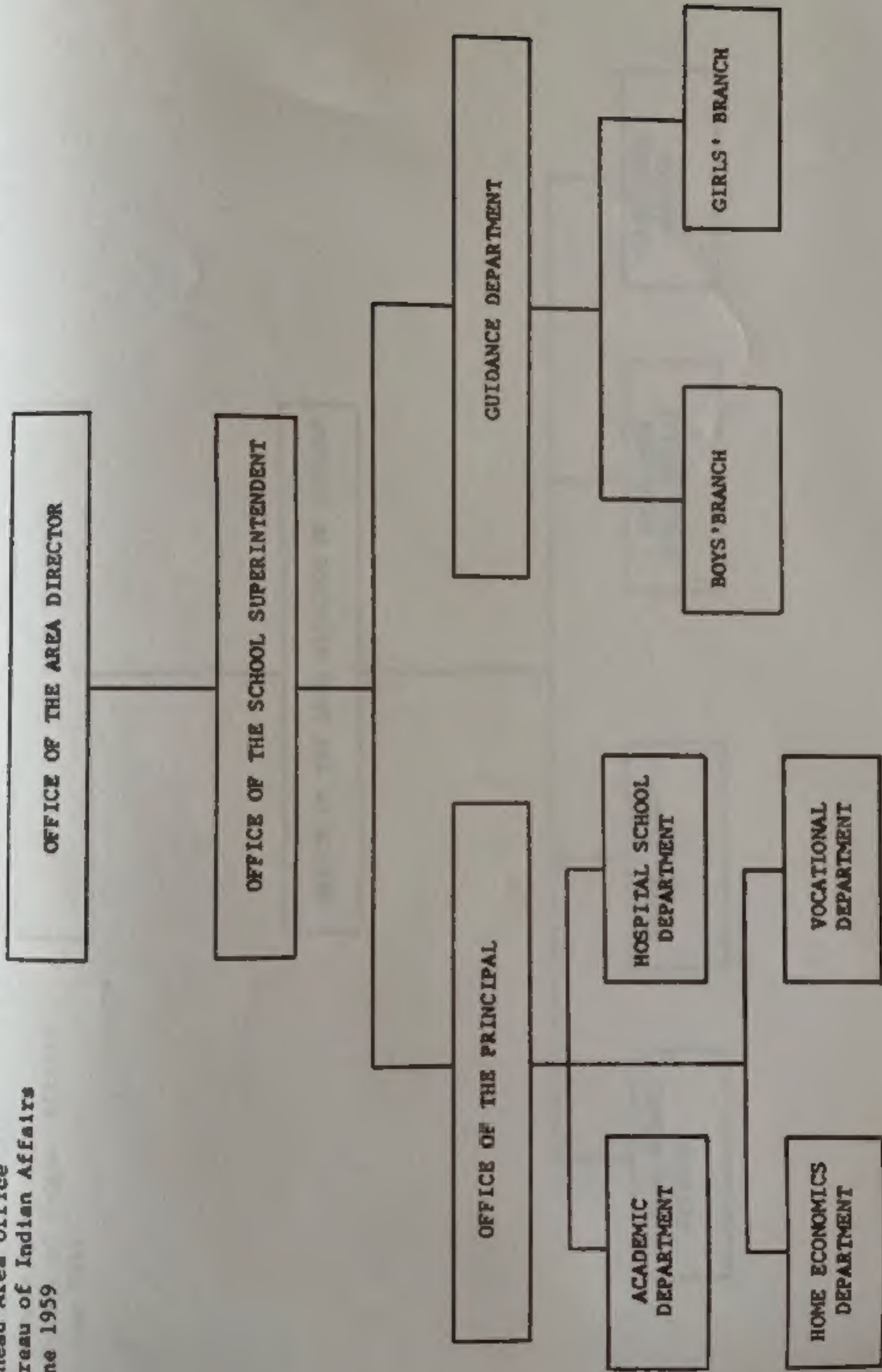
f. Vocational Rehabilitation Program

Vocational rehabilitation services are provided for physically handicapped adults through the Federal Alaska Program of Vocational Rehabilitation. This is a state administered grant-in-aid program of the Department of Health, Education and Welfare. Applicants should be referred to your Area Field Representative who will contact the Area Branch Counselor for this program.

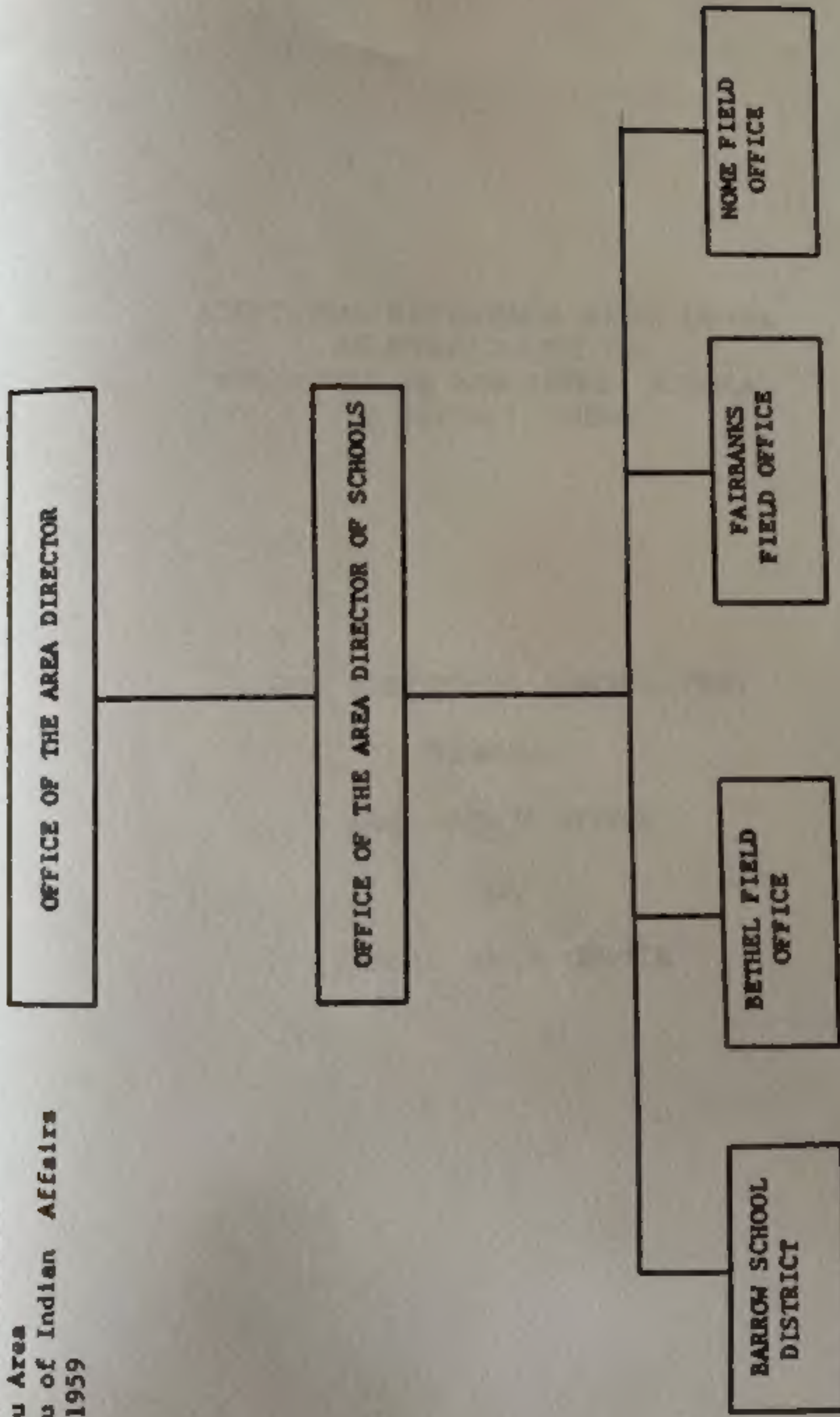
Wrangell Institute
Juneau Area Office
Bureau of Indian Affairs
June 1959



Mt. Edgecumbe Boarding School
Juneau Area Office
Bureau of Indian Affairs
June 1959



Branch of Education
Juneau Area
Bureau of Indian Affairs
June 1959



ADDITIONAL REFERENCE BOOKS LISTED
IN BIBLIOGRAPHY OF
"EDUCATION IN NORTHWEST ALASKA"
by Warren I. Tiffany

FOR ADDITIONAL INFORMATION

CONSULT

AREA FIELD OFFICE

OR

JUNEAU AREA OFFICE



BRANCH OF EDUCATION
BUREAU AREA SERVICE
BUREAU OF INDIAN AFFAIRS
ALASKA
JUNE 1939

MAP SYMBOLS

- AREA HEADQUARTERS
- AREA FIELD OFFICES
- INDIGENOUS SCHOOLS
- U.S.A. BOARDING SCHOOLS
- U.S.A. SCHOOLS
- CONFIDENTIAL SCHOOLS
- INSTRUCTIONAL AID SCHOOLS